

# Ravenhurst Primary School

Ravenhurst Road, Leicester, Leicestershire LE3 2PS

## Inspection dates

12–13 June 2019

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Since the previous inspection, the school has had unsettled leadership. As a result, not all of the weaknesses identified at that time have been successfully addressed.
- Senior leaders' view of the school's performance is overgenerous. Teaching is not consistently good across the school.
- Subject leadership is at an early stage of development. Most subject leaders are not effectively driving improvement in their areas of expertise.
- The curriculum is broad and balanced. However, it is not well planned to ensure that pupils' knowledge and skills grow as they move through the school.
- In some year groups, too few disadvantaged pupils and boys are working at the standards expected for their age.
- Pupils' reading is not closely monitored. Weaker readers are not heard read regularly enough to become fluent, confident readers.
- Teaching is not consistently matched to pupils' needs. This hinders the progress of lower-attaining pupils and pupils with special educational needs and/or disabilities (SEND).
- In some classes, expectations for pupils are too low. Where teachers do not challenge poor-quality work, pupils continue to make basic errors.
- Pupils' skills in handwriting, spelling, grammar and punctuation are not consistently well developed.
- Most parents and carers hold positive views of the school. However, unsettled leadership and staffing is a concern among parents.
- Some staff feel that they do not benefit from professional development.

### The school has the following strengths

- The school is improving and pupils' attainment is higher than in the past.
- Pupils' behaviour and personal development are stronger than at the time of the previous inspection.
- Children in the early years get off to a good start due to effective teaching.
- The reformed governing body is carrying out its strategic role effectively.

## Full report

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

- Improve the effectiveness of leadership and management by ensuring that:
  - leaders' evaluations of the school's performance accurately identify strengths and weaknesses
  - middle leaders have the expertise to drive rapid improvement in their areas of responsibility
  - the curriculum is carefully sequenced so that pupils' knowledge and skills grow as they move through the school
  - staff benefit from professional development.
- Improve the quality of teaching by ensuring that:
  - teaching consistently matches the needs of lower-attaining pupils and pupils with SEND
  - all teachers have high expectations of what pupils can achieve, especially disadvantaged pupils and boys
  - all teachers have high expectations of how pupils present their written work and the accuracy of their spelling, grammar and punctuation.
- Improve outcomes in reading by ensuring that:
  - weaker readers are heard read regularly and quickly become fluent readers
  - pupils change their reading books regularly
  - pupils throughout the school gain a love of reading and read widely.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Following a period of unsettled leadership, the acting headteacher, well supported by the governing body, is ensuring that Ravenhurst is moving in the right direction. Initiatives to improve the quality of teaching are having an impact on most classes. As a result, pupils' progress and attainment are improving. Pupils' standards at the end of Year 6 are much higher than they have been in the past.
- Leaders have been very successful in improving pupils' behaviour and their attitudes to learning. Pupils enjoy school.
- The school's effectiveness is not as strong as leaders judge it to be in their evaluation of its performance. The quality of teaching is inconsistent. At times, expectations for pupils' learning are too low and this limits their progress.
- Middle leaders are now having more opportunities to improve the quality of teaching and learning in their areas of responsibility. They are increasingly working with colleagues to share best practice. However, they are less confident challenging weaker practice. On occasions when middle leaders have provided support and training to address weaknesses, they have not always checked carefully on the lasting impact of their support.
- The large majority of staff who responded to the Ofsted survey agree that the school is improving. However, some have concerns about aspects of leadership, such as the opportunities provided for their professional development.
- The funding for pupils with SEND is targeted carefully to provide additional help for pupils. There are many individual cases where this support is enabling pupils to thrive. However, leaders are not ensuring that all pupils with SEND benefit from a suitably adapted curriculum. As a result, the progress of pupils with SEND is variable.
- Leaders are now using the pupil premium more effectively. Governors have drawn upon the findings of an external review and implemented its recommendations. Disadvantaged pupils in Year 6 and Year 2 have made particularly strong progress. However, weaker teaching in the past means that in some year groups, disadvantaged pupils are not attaining as well as other pupils.
- The primary physical education (PE) and sport premium is used to provide a wide range of midday and after-school sporting opportunities for pupils, including basketball, badminton and fitness sessions. It is also used to enable staff to share good practice across the school, improving the overall quality of PE teaching.
- The school's motto is 'Today's children, Tomorrow's future'. The curriculum reflects this vision. Pupils' spiritual, moral, social and cultural education is strong. The school ensures that pupils experience a range of art and music, have residential visits from Year 2 onwards, raise money for charities and, in religious education, consider fundamental questions about faith and belief.
- The acting headteacher has begun a review of the school curriculum. Currently, there is not enough clarity about what pupils will learn in the topics they study. The sequencing of topics does not help pupils to build subject-specific knowledge and skills

as they move through the school.

- Pupils demonstrate an age-appropriate understanding of fundamental British values, such as democracy and tolerance. They learn about a range of different faiths and cultures and are respectful of each other. As a result, pupils are well prepared for life in modern Britain.
- Parents spoken to during the inspection were generally positive about the work of the school. Some parents raised concerns about the unsettled leadership in recent years and the reliance in a number of classes on cover staff.

### **Governance of the school**

- The governance of the school has been through a period of change since the previous inspection. The chair has played an effective role in supporting the senior leaders through a difficult period.
- The governing body now has the skills and experience to fulfil its role effectively. While the school's self-evaluation was overgenerous, governors have a sharp insight of the school's strengths and weaknesses.
- Minutes of meetings show that governors ask pertinent and challenging questions to hold leaders to account.
- Governors share the acting headteacher's determination to bring about further improvement.
- Governors are aware of how the additional funding is spent and keep a close eye on finances. They have a keen awareness of their safeguarding responsibilities and ensure that these are met.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Pupils' safety is the number one priority for governors, leaders and staff. The school has a culture where staff know that safeguarding is everyone's responsibility. As a result, the school is a safe environment for pupils and they are always well cared for.
- Pupils say that they feel safe in school. The curriculum provides them with important information about keeping safe and healthy. For example, sessions on online safety ensure that pupils are fully aware of the dangers of sharing personal information when using computers or mobile telephones.
- Pupils have a number of ways to seek support if they are anxious or sad. Crucially, they trust the adults in the school. Pupils know that the school staff will do all that they can to ensure that pupils are safe, both inside and outside of school.
- All staff have regular and appropriate training to understand their responsibilities in keeping pupils safe. They are vigilant in looking out for indicators of risk or harm. The safeguarding team is diligent in maintaining appropriate, confidential records relating to any safeguarding concerns. When appropriate, the team shares information with external agencies and is persistent in following up concerns as necessary.
- Leaders ensure that appropriate checks are carried out on all adults appointed to work

at the school.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching varies across year groups and subjects. This is highlighted in pupils' writing books. While some books show high expectations of pupils' handwriting and accurate spelling, grammar and punctuation, this is not consistent. As a result, pupils' progress in writing in some classes is weak.
- There are classes where teaching is of a high quality. This is resulting in stronger outcomes than in the past. In these classes, pupils are fully engaged and interested in the tasks provided. They work successfully on their own or with their peers. Staff set suitably challenging work and effective questioning deepens pupils' knowledge and understanding. The sensitive responses of staff help pupils who are struggling to have a go without fear of failure.
- Staff do not hear younger pupils read, one to one, with sufficient frequency. This means that pupils do not have enough opportunities to practise their reading skills. Pupils do not change their reading books frequently enough. In key stage 2, teachers do not track carefully what the more able pupils are reading. Teaching does not successfully foster a love of reading or encourage pupils to read a wide range of fiction and non-fiction.
- Teaching does not consistently meet the needs of pupils who are struggling to understand the skills or ideas that are being taught. Teachers do not check closely if all pupils are following their lesson introductions. As a result, lower-attaining pupils are sometimes set tasks to complete in lessons that they do not understand.
- In some classes, teaching does not take into account the targets set to help pupils with SEND make stronger progress. Some pupils with SEND continue working towards the same target for improvement for a lengthy period because teaching is not adapted to meet their particular needs.
- There are instances where teachers' subject knowledge is weak. For example, in mathematics, teaching sometimes moves on to new content rather than deepening the pupils' understanding of the concepts they are expected to master in their year group.
- Pupils' topic books show that expectations are too low in some classes. Typically, all pupils complete the same tasks and the level of challenge for many is insufficient. Pupils have difficulty recalling details of what they have learned in much of their topic work.
- Staff have established good working relationships with pupils. Pupils are well behaved and attentive in class. Although staff have high expectations for pupils' behaviour, they do not all have high expectations for the way in which pupils present their work. In some books, work is untidy and this leads to inaccuracies, both in spelling and in mathematical calculations.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The curriculum ensures that pupils know how to keep themselves safe. It includes high-quality guidance on online safety, life skills and healthy lifestyles. Through the school council and roles such as 'Class Ambassadors' and 'English Ambassadors', pupils have good opportunities to take on positions of responsibility and to help others.
- Pupils feel safe in school. They say that adults listen to them and take their concerns seriously. Pupils are confident that there is a trusted adult that they can speak to if they are upset. They make good use of the 'worry box' located in the room designated to provide emotional support. Pupils say that any issues they raise are dealt with promptly.
- Vulnerable pupils receive additional high-quality care that supports their emotional well-being. This helps them manage times when they feel anxious or angry. It has contributed well to the reduction in exclusions and instances of poor behaviour.
- Pupils understand what bullying means. They report that it sometimes happens in school, but that adults quickly sort it out.
- Pupils show respect for each other. They cooperate well together to share ideas for activities. Pupils have a good understanding of cultures and beliefs other than their own.
- Pupils' attitudes to learning are good; however, not all pupils take sufficient care over the presentation of their work.

### Behaviour

- The behaviour of pupils is good.
- Leaders have effectively addressed the concerns about pupils' behaviour identified in the previous report. Exclusions and incidents of poor behaviour have been successfully reduced.
- In class and around the school, pupils behave sensibly. They are polite, respectful and kind to others. Pupils show good concentration in lessons. They listen carefully to their teachers. They work conscientiously, both when they are set individual tasks and when working with others.
- Pupils are very welcoming to visitors. They talk with enthusiasm about their time at Ravenhurst and the things that they have enjoyed learning.
- Attendance is above the national average.

## Outcomes for pupils

Requires improvement

- Pupils' progress and attainment since the previous inspection have been below national averages. Current pupils' outcomes are improving, in some instances very strongly. However, overall, pupils are not doing as well as they should in reading, writing and

mathematics.

- Year 6 pupils have recently taken their statutory tests in reading and mathematics. Teachers have assessed the quality of their written work. Evidence seen in lessons and in pupils' books shows that standards are considerably higher than in the past, particularly for disadvantaged pupils.
- A strong focus on improving pupils' recall of number bonds and multiplication tables has been effective. Most pupils know the facts expected for their year group.
- Attainment at the end of key stage 1 has been below average in reading, writing and mathematics since the previous inspection. There has been some improvement this year, particularly in mathematics. However, inconsistencies in the quality of teaching between Years 1 and Year 2 mean that some pupils are not making the progress they should.
- The proportion of pupils attaining the expected standard in the phonics screening check at the end of Year 1 has improved since the previous inspection. It is in line with the national average. Nevertheless, too many pupils in Years 1, 2 and 3 are not reading fluently because they are not heard reading regularly enough.
- The proportion of pupils working at or above age-related expectations throughout the school is increasing. In some year groups, however, boys are lagging well behind girls and disadvantaged pupils are lagging behind other pupils.
- The progress of pupils with SEND varies from class to class. When teachers do not adapt their teaching to address the weaknesses identified in a pupil's individual education plan, progress is weak.
- The curriculum is not planned carefully to ensure that pupils gain a deep knowledge in subjects such as history and geography. Pupils struggle to recall key facts in topics that they have studied earlier in the school year without considerable prompting.

### Early years provision

**Good**

- Children make good progress due to effective teaching. Since the previous inspection, the proportion of children attaining a good level of development has increased. In 2018, it was in line with the national average. This year, the proportion has increased again. Most children are well prepared for Year 1.
- The early years leader is an effective leader. She is knowledgeable about teaching and learning in the early years and has high ambition for every child. She ensures that staff make accurate assessments on children's progress across all of the areas of learning. Additional support is promptly put in place if a child is at risk of falling behind.
- Staff in the early years work well as a team. They reflect carefully upon how effectively their teaching is meeting the range of needs of the children. Staff have opportunities to observe one another teaching and to discuss what worked well and what can be improved. As a result, there is consistently strong teaching throughout the early years.
- When children start in Reception, their listening and attention skills are relatively weak. Staff model these skills well. They are adept at ensuring that children quickly learn to pay attention to stories and rhymes and to what adults and other children say.
- Staff know the children well. They plan activities which meet children's needs, and

which interest and challenge them. For example, children enjoyed participating in the exciting range of activities, indoors and outdoors, focused on minibeasts.

- Children displayed good levels of concentration, independence and perseverance as they practised skills such as cutting, pasting and letter formation. They took turns and chatted happily with one another as they worked on their tasks.
- Staff question children well to develop their thinking and extend their learning. For example, children were asked to check how many legs their model spiders had and then work out how many more legs they needed to add or take away. Their understanding of numbers up to 20 is strong.
- Staff make careful risk assessments of activities. For example, they ensured that children washed their hands thoroughly after their minibeast search. Children enjoy a rich range of activities, both indoors and outdoors. They use equipment, such as scissors, safely. They behave well and are familiar with the routines of tidying up after activities.
- Children in the early years are happy and safe. Safeguarding is effective and remains a high priority for staff at all times. Children demonstrate a clear awareness of their safety and the safety of others.
- Parents are well informed about how their children are getting on. They value the regular discussions with staff and the online record of their children's learning. The early years leader also organises training for parents on how they can promote early literacy and numeracy skills at home. These sessions enable parents to support the work of the staff in these key areas.



## School details

Unique reference number	120098
Local authority	Leicestershire
Inspection number	10087352

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

Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	554
Appropriate authority	The governing body
Chair	Val Moore
Headteacher	David Swales
Telephone number	0116 289 7808
Website	<a href="http://www.ravenhurst.leics.sch.uk/">www.ravenhurst.leics.sch.uk/</a>
Email address	<a href="mailto:admin@ravenhurst.leics.sch.uk">admin@ravenhurst.leics.sch.uk</a>
Date of previous inspection	12–13 June 2017

## Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium is smaller than average.
- The proportion of pupils with SEND is larger than average.
- The proportion of pupils from minority ethnic groups is above the national average.
- The proportion of pupils who speak English as an additional language is below the national average.
- Since October 2018, the school has been led by an acting headteacher and acting deputy headteacher.

## Information about this inspection

- Inspectors observed learning throughout the school.
- Inspectors met with senior and middle leaders, members of the governing body, staff, parents and a representative from the local authority.
- Inspectors looked at work in pupils' books.
- Inspectors observed pupils' behaviour during lessons and throughout the day. They attended two assemblies.
- Inspectors heard pupils read and spoke to pupils at meetings and informally.
- Inspectors scrutinised a wide range of documents, including school improvement plans, the school's self-evaluation, minutes of meetings of the governing body, information about the attainment and progress of pupils, records relating to behaviour, attendance and safeguarding, and information on the school's website.
- Inspectors considered the 57 responses to Parent View, Ofsted's online questionnaire, and the 37 free-text responses from parents.
- Inspectors also considered the 27 responses from staff and 27 responses from pupils to their questionnaires.

## Inspection team

Anthony O'Malley, lead inspector	Ofsted Inspector
Ged Philbin	Ofsted Inspector
Jay Virk	Ofsted Inspector

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