

Inspection of a good school: Ravensfield Primary School

Clarendon Street, Dukinfield, Cheshire SK16 4JG

Inspection dates:

25–26 September 2019

Outcome

Ravensfield Primary School continues to be a good school.

What is it like to attend this school?

Ravensfield is a happy, calm and secure school. Pupils enjoy lessons. They talk positively of the variety of clubs that they can join, including to dance, sing or act. One of the most popular clubs is the newspaper club. Through this, pupils report to their fellow pupils on the latest local issues.

The new headteacher and all staff expect pupils to do well and that lessons meet the needs of each pupil. Staff include pupils with special educational needs and/or disabilities (SEND) fully in the life of the school.

All the pupils I spoke with were polite, confident and keen to tell me about their enjoyment of school. They told me that staff listen to their views. They consistently told me that they feel safe at school.

Bullying is rare and is dealt with seriously by leaders. The headteacher has set clear and positive school rules that pupils follow. Pupils' behaviour is good in classrooms. They move around the corridors and stairwells sensibly, supervised by staff.

What does the school do well and what does it need to do better?

In mathematics, staff carefully follow the planned curriculum. Staff introduce new work, at the right time, which builds on what pupils already know. When pupils struggle, staff find ways to revisit, re-explain and guide pupils towards developing the knowledge that they need.

In geography, pupils' work follows the national curriculum. However, sometimes teachers do not plan work that builds fully on pupils' previous learning.

Pupils have many worthwhile opportunities to learn about the wider aspects of living in modern Britain. For example, after learning about the First World War, the school council went to lay a memorial wreath as part of Remembrance Day. Staff teach pupils to think

about the needs of other people, for example by raising funds for those living with cancer. The school is taking part in a national initiative, linked to a local university. This encourages and celebrates pupils' involvement in activities which happen outside of the classroom.

In reading, the curriculum is well planned and well implemented. Teachers assess pupils' skills thoroughly. Staff act quickly to help pupils gain the reading skills that they need. Teachers and teaching assistants enjoy teaching pupils to read. As such, pupils learn to read with skill and confidence. Pupils told me how much their teachers enthuse them about books and stories. Pupils' achievement in reading at the end of Key Stage 2 was above average in 2019.

Pupils told me that they understand and like the school rules. They said that behaviour is good. I agree. Staff act skilfully to meet the needs of pupils who need extra help to manage their feelings and behaviour. Any incidents which arise do not disrupt the learning of other pupils.

At Ravensfield, the curriculum promotes pupils' academic learning as well as their emotional well-being. Teachers and teaching assistants arrange times to teach individual pupils or groups of pupils to cope with their feelings. This allows pupils to relate positively to other people at home and school. This work helps pupils to be calm and caring. They also settle well to their learning.

Teachers take full responsibility for all pupils in their classes. This means that staff support pupils with SEND and help them to learn well. These pupils take part fully with their peers in class activities.

Pupils told me that the headteacher is respectful towards them. This view was echoed by staff, who said that the headteacher is caring and considerate. Staff told me that leaders, including the headteacher, support them well with their workload. This helps them to manage their time and to enjoy working at the school. Some parents reported that they would like more frequent communication about changes in the school and about their children's learning.

In the early years, staff give children lots of opportunities to develop their physical abilities. In Nursery, staff teach children to talk about exciting books, such as 'The Gruffalo's Child'. In Reception, staff model language very clearly and accurately to children, such as in their phonics activities. This helps to develop children's early reading skills. Staff plan the mathematics curriculum for early years children well but need to consider what further mathematical knowledge children need so they can excel in Year 1.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know the main risks to pupils' safety in the local area. They respond well to these challenges. Leaders act promptly on any concerns about pupils' welfare. They link well with other professionals. Staff teach pupils to stay safe, including when they are online.

Pupils told me that they know that there is always a member of staff with whom they can share their concerns. For instance, one pupil said: 'If the issue is at home, then staff support you. If the issue is at school, then they'll sort it.' Other pupils agreed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders and staff plan the school's geography curriculum well but need to sequence this even more carefully. Leaders are actively taking steps to resolve this issue. They understand the further changes needed to improve this subject further.
- Although mathematics is well planned in the early years, children's mathematical knowledge could be developed even further. Leaders should make certain that the mathematics curriculum in the early years includes even more knowledge for children. This will allow children to excel in Year 1.
- Leaders work hard to communicate with parents. However, some parents would like to receive more regular communications about changes in the school and their children's learning. This will help all parents to feel better informed.

Background

When we have judged a school to be good. We will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Ravensfield Primary School to be good on 15–16 July 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

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| Unique reference number | 134845 |
| Local authority | Tameside |
| Inspection number | 10087901 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 459 |
| Appropriate authority | The governing body |
| Chair of governing body | Jacqueline Nelson |
| Headteacher | Karen Leyland |
| Website | www.ravensfield.tameside.sch.uk |
| Date of previous inspection | 15–16 July 2015 |

Information about this school

- The headteacher, governors and some teachers are new to the school since the previous inspection.
- The school runs a breakfast, after-school and holiday club.

Information about this inspection

- I looked at reading, mathematics and geography by visiting lessons throughout the school with leaders. I met with pupils to discuss their work, checked the work in pupils' books and spoke with teachers and subject leaders about these subjects.
- I listened to some pupils read.
- I observed in the nursery and reception classes to gather information about children's learning. I discussed early years with senior leaders.
- I observed pupils' behaviour in classrooms and around the school.
- I met with some pupils to discuss behaviour, bullying and support from staff for their

personal development. I reviewed responses from 341 pupils to a recent school survey.

- I reviewed the school's work to protect pupils from harm. I checked school records, discussed case studies and staff training with leaders. I asked pupils and parents about safety. I checked a sample of relevant school policies.
- I met with senior leaders to discuss the work of the school, including with the special educational needs coordinator.
- I met with the chair of the governing body.
- I spoke with some parents at the start and end of the second day of the inspection. I considered parents' views shared through the Ofsted Parent View website, including 34 free-text comments. I considered the findings of a recent school survey of 139 parents.

Inspection team

Tim Vaughan, lead inspector

Her Majesty's Inspector

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