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Keily Stretton
Headteacher
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Dear Mrs Stretton

Additional, remote monitoring inspection of Ravenhurst Primary School

Following my remote inspection with Helen Williams, Her Majesty's Inspector (HMI), of your school on 3 and 4 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in June 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Context

- You joined the school as headteacher in January 2020. Three teachers have left the school in recent months, two of whom have been replaced. There is new leadership of the early years and three new governors.
- In the autumn term 2020, about one third of pupils were educated remotely for some of the time. This mainly involved pupils in Years 1, 3, 5 and 6.
- Currently, approximately half of pupils are being educated at home. Nearly all pupils with special educational needs and/or disabilities (SEND) have attended school since the school partially closed again in January 2021.

Main findings

- You began to design a new curriculum as soon as you arrived. Since then, you have made sure the revised content of lessons is being taught and adapted so pupils can continue to learn both in school and remotely. The whole range of subjects continues to be on offer. This means all children are receiving an education in the current circumstances.
- You have not let barriers posed by the COVID-19 pandemic stand in the way of developing the skills of subject leaders further. They are beginning to support teachers to be able to better identify what pupils have learned and where there are gaps which need to be considered in the future. However, you have concentrated more on getting this right in English and mathematics than in other subjects so far.
- Vulnerable pupils in school and those working from home are able to continue with their education. Teachers make regular calls to parents to check how things are going. Most pupils are able to join in lessons via the internet or watch recordings of them. However, a small number of pupils are using paper-based activities to learn at home, which is more challenging for teachers to monitor.
- You are making sure reading continues to be taught every day, including in the early years. You have placed a priority on introducing a new, consistent approach to the teaching of phonics. This is being used by teachers in class and in online lessons for pupils learning at home, though its use in remote education varies in quality and accuracy. Teachers are making sure pupils have books to read at home and school. They are checking these books match pupils' reading skills and interests.
- The special educational needs coordinator (SENCo) is making sure pupils with SEND continue to receive an education. Her work with teachers is ensuring that there is effective provision for pupils with complex needs. You are also making sure support for the social and emotional needs of pupils with SEND and other vulnerable pupils is thorough and extensive. However, there is

variation in how well teachers are adapting the curriculum to sustain high ambitions for what pupils with SEND can learn. This is particularly the case for the few who are continuing to learn remotely.

- Governors have adapted the way they work so that they can continue to check how you are providing an education in the current circumstances. They are taking care to avoid adding to teachers' workload when doing so. Governors communicate encouragement and thanks to teachers for their work, which staff appreciate. Governors are able to challenge you from a well-informed position.
- The local authority has helped arrange for a consultant to work with you over the past year. This has helped you develop your strategy for remote education and improve the way teachers in the early years are using resources in the classroom to help children learn. The local authority has also assisted you in obtaining equipment so more pupils can take part in online learning from home.

Evidence

This inspection was conducted remotely. Inspectors held meetings with the headteacher, the senior leadership team, three governors and two representatives of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

Inspectors also examined some samples of learning which is being provided remotely. They talked to a group of pupils and two groups of staff. Inspectors also held meetings with leaders responsible for reading and the SENCo.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Leicester. This letter will be published on the Ofsted website.

Yours sincerely

Andrew Wright
Her Majesty's Inspector