

Inspection of a good school: Ravensthorpe Primary School

Brigstock Court, Peterborough, Cambridgeshire PE3 7NB

Inspection dates: 28 and 29 June 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Ravensthorpe Primary School is at the heart of a diverse community. Most pupils are happy to attend. Pupils know that their teachers keep them safe because teachers care deeply about pupils' well-being. Pupils are happy to talk to their teachers if they have a concern.

Pupils begin to learn to read well. This is not the case in several other subjects because teachers have not carefully selected the knowledge they want pupils to gain. Teachers also do not check how well pupils are learning in some subjects.

Most pupils are polite and respectful to visitors. Pupils generally behave well in lessons. A small minority of pupils exhibit negative behaviours. This can sometimes disrupt pupils' learning. Pupils say that bullying does happen, but it is rare. They think that teachers deal with it well.

Pupils enjoy lots of different clubs and trips. They have opportunities to lead charity events and coach younger pupils in sports. This helps pupils to widen their understanding of the world and gain important skills for the future.

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

Leaders have prioritised the teaching of reading. They have provided appropriate training to teachers. As a result, most teachers adopt a consistent approach to teaching pupils to read. Most pupils in the Reception Year learn sounds quickly. By Year 1 pupils begin to read fluently. By Years 2 and 3 they read with expression. Leaders have ensured that the books pupils read are closely matched to their reading level. This gives pupils lots of practice of reading familiar words which develops fluency. Leaders regularly check how

well pupils are reading. They offer appropriate support for those pupils that fall behind to help them improve.

Other areas of the curriculum are not as well developed. Leaders have not supported teachers to acquire the necessary subject knowledge to teach across the full range of subjects. Teachers do not have clear plans which inform them of what they need to teach and when. Pupils therefore do not gain knowledge which builds on what they have learned before. Leaders are aware of this. In some subjects, teachers do not regularly identify errors and gaps in pupils' learning. Pupils continue to make the same mistakes and do not learn some important knowledge.

In the early years, leaders ensure children experience a wide range of activities. At times, teachers have not clearly thought through how they will use the activities to help children to develop their language and understanding of the world. This is particularly important given the high percentage of children who speak English as an additional language (EAL). As a result, children do not learn as well as they might.

Provision for pupils with special educational needs and/or disabilities (SEND) is effective. Leaders understand the specific needs of these pupils. They communicate clearly to teachers which strategies they need to employ to help pupils with SEND learn well. Most teachers apply these strategies appropriately. Leaders check on how well support for pupils with SEND is working.

Leaders have in place systems for managing pupils' behaviour. They identify what may be the cause of some pupils' negative behaviour. This helps leaders to provide appropriate support to improve pupils' behaviour and well-being. Staff have been trialling a new behaviour policy which places greater emphasis on building positive relationships. Some pupils' behaviour is still disrupting some learning.

Leaders have carefully selected what they want pupils to learn, in an age-related way, within relationships and sex education (RSE). As a result of this, pupils learn how their bodies will change as they get older. Pupils learn about democracy through visits to the House of Commons and by voting for class leaders. Pupils appreciate how teachers help them to look after their mental health. On Fridays, pupils have 'feel good' assemblies which allow them to celebrate the positive things they have achieved

Leaders evaluate the strengths and weaknesses of the school accurately. They know what they need to do to ensure a more ambitious, well-constructed curriculum. The trust has been supportive. Trustees understand the challenges leaders face whilst continuing to hold leaders to account. Leaders have adopted a number of initiatives and ideas, especially within the curriculum. However, they do not always think carefully about what will make a difference for the pupils in the school. In spite of this, teachers do not find their work-load unreasonable.

In discussion with the headteacher, the inspectors agreed that the curriculum and behaviour and attitudes may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are highly vigilant around keeping pupils safe. They have a thorough understanding of the context of pupils who may be at risk. They provide all staff with regular training and ensure this covers local risks. Staff clearly understand how to spot and report concerns. Leaders respond quickly and make pertinent referrals. They work with a range of outside agencies to ensure pupils promptly receive the right support. Leaders carefully check all those they recruit to work at the school.

Pupils understand the risk of going on-line.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers have weak subject knowledge. This limits their ability to construct a sequenced curriculum in which knowledge is well selected and builds over time. As a result of this, pupils are not gaining knowledge as well as they might. Leaders need to ensure that they provide very clear support to teachers, so they develop well-structured curriculum plans in the foundation subjects. This will ensure that pupils learn more and remember more.
- Teachers do not systematically identify mistakes and gaps in pupils' learning. As a result of this pupils continue to make the same mistakes and misunderstand ideas. Leaders must ensure teachers pick up on gaps and errors in knowledge so they can provide pupils with the support they need to improve their learning.
- A minority of pupils' negative behaviours sometimes disrupts the learning of others. This slows pupils' learning. Leaders need to ensure that all staff deal effectively with negative behaviour.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

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 information from Ofsted Parent View 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 the school and 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

Unique reference number	145266
Local authority	Peterborough
Inspection number	10230356
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	388
Appropriate authority	Board of trustees
Chair of trust	Claire Higgins MBE
Executive Headteacher	Martin Fry
Website	www.ravensthorpeprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- A small number of pupils receive part-time alternative provision from two registered providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the chief executive officer of the trust, the executive headteacher, the head of school, senior leaders, support staff, members of the governing body and a representative from the trust.
- Inspectors carried out deep dives in reading, mathematics, science and art. These included discussions with subject leaders, visits to lessons, meetings with staff and pupils, scrutiny of pupils' work and a review of any curriculum documentation.
- Inspectors scrutinised the school's single central record and met with the designated safeguarding leader.

- Inspectors considered the views of pupils, staff and parents. There were 21 responses to Ofsted’s staff survey and nine responses to the Ofsted pupil survey. There were seven responses to Ofsted’s online questionnaire, Ofsted Parent View. Inspectors considered seven free-text responses from parents.

Inspection team

Adam Cooke, lead inspector

Her Majesty's Inspector

Jacqueline Bell-Cook

Ofsted Inspector

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