

# Inspection of a good school: The Revel CofE (Aided) Primary School

Brockhurst Lane, Rugby, Warwickshire CV23 0RA

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Inspection dates:

15 and 16 November 2022

## **Outcome**

The Revel CofE (Aided) Primary School continues to be a good school.

## **What is it like to attend this school?**

The Revel CofE (Aided) Primary School has a strong Christian ethos that permeates all elements of school life. Pupils reflect this ethos in the way that they care for others. They are eager to welcome visitors and new pupils to the school. They are polite and respectful to adults. They are proud members of the school community.

Most pupils behave very well. They understand the school rules and stick to them. Bullying is rare and pupils trust adults to sort out issues when they happen. Older pupils look after younger ones. For example, pupils in Year 5 act as 'buddies' to children in Reception Year. This gives pupils a sense of belonging, helping them feel safe.

Staff make the most of the school's expansive and idyllic grounds. Pupils take part in regular outdoor learning activities linked to the school's curriculum. Some of these sessions enhance pupils' appreciation of the local countryside. Pupils enjoy and value this aspect of their education.

Pupils enjoy a range of opportunities that build their independence and confidence. Some represent their classes as 'pupil leaders'. They are elected to these roles by their peers. This helps to deepen their understanding of the democratic process.

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

Leaders ensure that all pupils learn a broad range of subjects. They have made recent refinements to the design of the curriculum and adopted new schemes of work in some subjects. Curriculum leaders make sure that the important information they expect pupils to know and remember is identified clearly. Pupils build their knowledge by learning this information in small steps over time. In addition, staff make useful adaptations to tasks and resources to help pupils with special educational needs and/or disabilities learn the curriculum. All of this means that most pupils make good progress through the curriculum. They know and remember subject-specific knowledge by the time they leave the school. Most pupils are well prepared for the next stage of their education.

Teachers typically provide clear explanations to help pupils understand new facts and concepts. They emphasize key information and recap on prior learning. This helps pupils remember important knowledge. However, in some lessons, teachers do not select activities to help pupils learn as well as they might. Sometimes, pupils' misconceptions are not immediately addressed. Leaders recognise that there is further work to do to ensure that all teachers teach the curriculum consistently well.

Leaders make reading a priority. Children in the Nursery Year regularly enjoy singing rhymes and songs. These activities prepare them well for Reception Year, when children begin learning phonics early in the autumn term. The school's approach to teaching phonics is well organised. Pupils have daily lessons and learn to read in books that are well matched to their ability. Parent volunteers – 'Reading Angels' – support the school by hearing some pupils read. Staff promote a love of stories and books, reading to pupils each day. This positive approach to teaching reading is working. Many pupils are expert readers by the time they leave the school.

Most pupils display very positive attitudes to learning in lessons. They are interested in subjects and extremely eager to learn. However, a small number of pupils do not always fully focus on learning in lessons. Some younger pupils had their pre-school experiences disrupted by the pandemic. These pupils have taken longer to settle into classroom routines than leaders expect. Sometimes, staff do not select learning activities that fully engage all pupils in learning. This can occasionally lead to fussiness in lessons that distracts others from learning.

Staff arrange many opportunities for pupils to experience learning beyond their academic studies. Pupils in Years 4, 5 and 6 are invited to attend separate residential visits. Pupils in all year groups take part in a variety of trips and visits. Older pupils speak about these with enthusiasm. Visitors to school also enrich pupils' education. For instance, a member of the local Sikh community recently led a school assembly about the celebration of Diwali. This has deepened pupils' understanding of cultures that are different to their own.

Leaders, including those responsible for governance, engage positively with staff. Teachers appreciate changes that have been made to simplify their workload. Staff morale is high and there is a joyful spirit in the school. As one staff member said, 'we're on three different sites but we're one team.'

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have carefully considered the implications of managing safeguarding across three school sites. They have put clear procedures in place to safeguard pupils. They also check on the well-being of pupils educated at alternative provision. Adults are alert to signs of concern and act quickly to support any pupils who need help. Leaders work with families and external agencies when necessary.

Pupils learn how to keep themselves safe online and in other situations. For example, they consider the features of healthy relationships as part of their personal, social and health education.

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

### **(Information for the school and appropriate authority)**

- Some teachers are still developing their expertise in teaching the curriculum. They do not always set tasks that help pupils to practise using the key information they have learned. Leaders should continue to develop staff's expertise, so that they know how to teach all subjects well.
- A small minority of pupils lose focus in lessons on occasions. This sometimes distracts others from learning. Leaders should ensure that staff use consistent strategies to help all pupils focus on learning in lessons.

## **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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2011.

## **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.

## 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

<b>Unique reference number</b>	130878
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10199979
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	304
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Antony Humphries
<b>Executive Headteacher</b>	Andrew Edwards
<b>Website</b>	<a href="http://www.therevelprimaryschool.co.uk/">www.therevelprimaryschool.co.uk/</a>
<b>Date of previous inspection</b>	13 September 2016, under section 8 of the Education Act 2005.

## Information about this school

- The school is within the Diocese of Coventry. Its most recent section 48 inspection took place in October 2016. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.
- The school is affiliated with the Church of England but also has formal Catholic provision.
- A new head of school and assistant headteacher started in September 2021.
- The chair of the governing body stepped down in summer 2022. An existing member of the governing body became the new chair in September 2022.
- Some pupils learn in mixed-aged classes.
- The school is located on three sites. Nursery Year and Reception Year are located separately from each other and from the main school site.
- Many pupils travel to school using transport organised by the local authority.
- The school uses one unregistered alternative provider.
- The school runs a breakfast club and an after-school club.

## 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 visited lessons on all three school sites.
- Inspectors held discussions with the headteacher and other senior leaders.
- Inspectors carried out deep dives in early reading, mathematics, and history. For each of these subjects, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked samples of pupils' work.
- Inspectors also spoke to staff about the curriculum in some other subjects.
- The lead inspector held a meeting with the leader responsible for safeguarding. He also reviewed safeguarding records and checked the school's single central record.
- Inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. They spoke to pupils about their opinions of behaviour at the school.
- Inspectors spoke with members of staff individually and in groups. Inspectors took account of responses to pupil and staff surveys, as well as Ofsted Parent View.
- Inspectors visited the before-school provision and spoke to pupils who attend.

## Inspection team

Jonathan Leonard, lead inspector

His Majesty's Inspector

Julie Griffiths

Ofsted Inspector

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