

Inspection of a good school: Ravensthorpe Church of England Voluntary Controlled Junior School

Myrtle Road, Ravensthorpe, Dewsbury, West Yorkshire WF13 3AS

Inspection dates:

22 and 23 February 2023

Outcome

Ravensthorpe Church of England Voluntary Controlled Junior School continues to be a good school.

What is it like to attend this school?

Pupils are safe and happy at this friendly, welcoming school. They are excited about their learning. Pupils place a high value on their education. They are keen to follow the school motto, 'Dream big, aim high and achieve more.' Pupils stay focused on tasks. Their conduct is exemplary in lessons and around school.

Leaders have high expectations of all pupils. Pupils are keen to show how they meet these expectations in everything they do. Pupils are considerate and polite. Bullying is extremely rare. Pupils are confident that adults will help them. They trust that adults will listen to them if they have a concern. Leaders believe in the importance of pupils having experiences beyond the curriculum. During the inspection, pupils were excited about their visit to a local museum to support their learning about Vikings.

Leaders provide a range of clubs and activities for all pupils, including pupils with special educational needs and/or disabilities (SEND). Parents and carers are extremely positive about the school.

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

Leaders are ambitious for all pupils to achieve their best in preparation for their next stage in education. Leaders have developed a broad and balanced curriculum. They have identified the important knowledge they want pupils to remember.

Teachers have strong subject knowledge. They check pupils' understanding in lessons and quickly address any misconceptions that arise. Teachers provide opportunities for pupils to recall important information. They accurately judge when pupils are ready to move on to new learning. Pupils with SEND access the same curriculum as their peers. Staff are trained to identify why pupils struggle. They support pupils with SEND by adapting activities when needed.

Leaders prioritise reading. Pupils are enthusiastic about the books they read. Leaders encourage pupils to enjoy reading. For example, pupils visit the library regularly. Pupils choose texts by a variety of authors. They are encouraged to expand their knowledge of different types of books. Leaders recently provided training to help staff deliver the phonics programme. Pupils who are less confident with reading are identified quickly for extra support. Pupils practise reading using books matched to the sounds they know. However, in some cases, staff do not identify or address pupils' errors. This means that pupils sometimes continue to mispronounce letter sounds.

Pupils' behaviour is excellent. In lessons, they are engrossed in learning. They are hardworking and keen to do well. At social times, pupils play well with their peers. Older pupils help younger ones by playing games and doing activities together. Adults develop positive relationships with pupils. Pupils treat everyone equally, whatever their background or faith. Some pupils do not attend school regularly. This has a negative effect on the learning of these pupils. Leaders are working to improve this.

Leaders provide a range of extracurricular activities to support pupils' personal development. There are opportunities for pupils to develop their talents and interests in a variety of sports, music and the arts. As well as the planned curriculum, there is a range of clubs and activity sessions, such as football for girls and boys, gymnastics, choir, board games and library club. Pupils are proud to be elected by their peers to sit on the school council. Leaders are keen to help pupils think about careers. They invite visitors into school to talk to pupils about the different jobs they do.

Governors provide effective challenge and support for leaders. They have an accurate view of the strengths of the school, along with the areas to develop. Governors regularly audit their own strengths and areas to develop.

Staff value the support they receive from leaders. They feel that leaders are approachable and welcome the training opportunities provided. Leaders actively manage staff workload and are considerate of staff well-being. Staff are appreciative of the way everyone works together as a team. Staff morale is high.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors carry out checks to that ensure that staff and visitors are safe to be around pupils. They provide all staff with regular training regarding safeguarding. Staff are aware of the potential risks children face in the community and when online. Staff know pupils well and report any concerns to leaders. Leaders act quickly to keep pupils safe. Leaders keep detailed records of concerns and any actions they take. They make timely referrals to external agencies, such as local authority children's services.

Pupils are taught how to keep safe as part of the curriculum, including when online. Pupils know that they can trust any adult in school if they need help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In early reading, some staff do not routinely check that pupils' pronunciation of letter sounds is secure. Some pupils make errors in their reading because their phonic knowledge is not secure. Leaders should make sure that staff check that all pupils pronounce sounds accurately.
- Leaders' strategies to improve attendance for some groups of pupils are not effective. Some pupils miss vital learning because they do not come to school often enough. Leaders should continue to refine strategies that engage parents and promote a culture of positive attendance for all pupils.

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 March 2017.

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

Unique reference number	107699
Local authority	Kirklees
Inspection number	10227131
Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair of governing body	Rev. Canon Ian Wildey
Headteacher	Jaime Alderson
Website	www.ravensthorpejuniorschool.co.uk
Date of previous inspection	28 March 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher has been appointed.
- The school offers a free breakfast club.
- Leaders do not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector reviewed documents provided by the school, including the self-evaluation and school development plans.
- To inspect safeguarding, the inspector reviewed relevant documentation and checked the single central record.
- The inspector met with the headteacher, senior leaders, the special educational needs coordinator and members of the local governing body.

- The inspector spoke to a local authority representative and a representative from the diocese about the school.
- The inspector carried out deep dives in reading, mathematics and geography. For each deep dive, the inspector discussed curriculum plans with the subject leaders, visited sample lessons, spoke to teachers, looked at samples of pupils' work and spoke to some pupils about their learning.
- The inspector listened to pupils reading to a familiar adult.
- The inspector talked to pupils about their school and reviewed responses to the pupil survey.
- The inspector considered the responses received to Ofsted's staff questionnaire and met with staff about their experiences of working at the school.
- The inspector reviewed the responses to the online survey, Ofsted Parent View, which included free-text comments.

Inspection team

Louise Greatrex, lead inspector

Ofsted Inspector

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