

Inspection of a good school: Ravens Wood School

Oakley Road, Bromley, Kent BR2 8HP

Inspection dates:

28 and 29 June 2023

Outcome

Ravens Wood School continues to be a good school.

What is it like to attend this school?

Pupils and sixth-form students appreciate the rich range of opportunities that Ravens Wood offers them. They are kept safe and feel well looked after. They know that leaders will act swiftly if bullying occurs, although incidents are rare. Pupils know that, if they have a concern, they can talk with adults or report an issue using the agreed system.

The curriculum is ambitious, and leaders have high expectations for pupils' learning. They ensure that the needs of pupils with special educational needs and/or disabilities (SEND) are met. They have carefully considered how all pupils will build their knowledge and understanding over time.

Behaviour around the school is orderly. If behaviour falls below leaders' expectations, staff take prompt and effective action. Pupils are proud of their school. Sixth-form students are positive role models for younger pupils. They take on a range of responsibilities, such as reading buddies, head students and diversity ambassadors.

Pupils and sixth-form students take part in an extensive range of activities and visits. Leaders have ensured that there is a very inclusive approach for pupils at the school. For example, all pupils take part in at least one sports event to represent the school. The school's offer is designed to find something to match the interests and talents of all pupils.

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

The school's ethos, to 'learn, lead and excel', is embodied by the well-designed curriculum. It matches, and often exceeds, the scope and ambition of what is expected nationally.

In most subjects, leaders have thought carefully about what they want pupils to know. The curriculum is ordered so that there are regular opportunities for pupils to revisit and

consolidate what they have learned. For example, in geography, pupils build their understanding of climate change through studying the impact on different regions of the world. Fieldwork is carefully sequenced to ensure that pupils can apply their learning outside the classroom. This helps older pupils to understand more complex issues, such as sustainability in local, national and international contexts.

Leaders provide high-quality support and subject-specific training for staff. Teachers have strong subject knowledge. They present information clearly and explain concepts effectively. Most use activities that are designed to deepen and consolidate what pupils have learned. In many subjects, pupils, including those with SEND, develop a secure body of knowledge and skills in different subjects. This enables them to tackle increasingly complex learning.

In a few subjects, leaders do not ensure that pupils spend enough time learning or practising intended curriculum content. This means that pupils are not able to remember and apply the knowledge they have learned as securely in these subjects.

Pupils with SEND are well supported. Leaders identify specific needs and ensure that this information is shared with staff. Teachers use this guidance well to make appropriate adaptations, which supports pupils to access the curriculum successfully. Some pupils are provided with extra help to support them with their reading. This helps them to build greater confidence and fluency.

Staff have high expectations of pupils' behaviour. Leaders have recently made changes to the behaviour policy. They have ensured that staff have had training and support so that behaviour is managed more consistently. As a result, lessons are rarely disrupted. Most pupils have positive attitudes towards their learning. They are respectful and considerate of others.

Leaders have carefully designed the school's personal, social and health education curriculum so that it supports pupils' wider development. Pupils learn about how to stay healthy. For example, the school's 'healthy heart curriculum' helps pupils understand cardiac risk. Pupils learn how to keep themselves safe, including when online.

Leaders prepare pupils and students in the sixth form well for the next stage of education, employment or training. High numbers of pupils from Year 11 continue their studies in the sixth form. Visiting speakers provide useful information about different pathways, including apprenticeships and higher education. Through the school's specialist 'academies', students in the sixth form benefit from opportunities to broaden their knowledge and understanding of subject areas and careers.

Leaders have an accurate view of the school. They are sharply focused on what is working well and areas that need further development. The trust board and governors maintain effective strategic oversight of the school's work. Leaders ensure that staff workload is considered when making changes. Staff are proud to work at the school. They appreciate the support from leaders for their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there are clear systems in place if staff or pupils need to report a concern. Staff are well trained and receive regular safeguarding updates. They identify and assess risks to pupils' welfare effectively. They work closely with a range of external agencies, taking swift action if pupils need help.

Governors meet regularly with safeguarding leads. They have received relevant training and are knowledgeable about the school's work. Pupils, including students in the sixth form, feel safe in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teachers do not spend sufficient time embedding foundational knowledge. This means that pupils do not remember subject content they have previously covered. Leaders should ensure that teachers cover units of work in sufficient depth, and that there are enough opportunities for pupils to practise previous learning.

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 first ungraded inspection since we judged the school to be good in June 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	136517
Local authority	Bromley
Inspection number	10290167
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 19
Gender of pupils	Boys
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,605
Of which, number on roll in the sixth form	450
Appropriate authority	Board of trustees
Chair of trust	John Phillipson, Kieran Osborne
Headteacher	Melanie Lester
Website	http://www.ravenswood.bromley.sch.uk
Date of previous inspection	25 and 26 April 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Impact Multi Academy Trust.
- Leaders make use of two alternative providers. One provider is registered. One provider is unregistered and managed by the local authority.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information about approved technical education qualifications and apprenticeships.

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.

- During the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors met with the co-chair of the trust board and members of the local governing body. They also met with the CEO of the trust and the director of education.
- Inspectors carried out deep dives in geography, modern foreign languages, science and physical education. They met with subject leaders to discuss the curriculum, visited lessons, and spoke with teachers and pupils. Inspectors also looked at samples of pupils' work.
- The curriculum in other subjects was also considered as part of the inspection.
- To evaluate safeguarding, inspectors checked procedures for recruiting new members of staff. They also met with leaders to discuss how they put safeguarding policies into practice.
- Inspectors gathered the views of pupils, parents/carers, and staff through both discussion and responses to Ofsted's online surveys.

Inspection team

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