

Inspection of Ravenstone Primary School

Ravenstone Street, Balham, London SW12 9SS

Inspection dates: 19 and 20 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Francis O’Kane. This school is part of the Wandle Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by chief executive officers, Mark Siswick and Christian Kingsley, and overseen by a board of trustees, chaired by Sian Mathias.

What is it like to attend this school?

Pupils are happy and kept safe at Ravenstone. This is because there are always adults who will help them. Understanding how to keep safe is part of the curriculum. This starts in early years where, for example, children learn to use the climbing equipment safely.

The school's values of being happy, kind, creative, honest, respectful and determined are promoted each day and by all staff. This encourages a positive and inclusive ethos. As a result, most pupils behave well in their classrooms and around the school.

Pupils achieve well here. The broad and balanced curriculum helps pupils to develop their knowledge and understanding across most subjects. Typically, pupils are well prepared for the next stage of their education.

Pupils are keen to take on the additional responsibilities available to them, for example as peer mentors. The process of election for these roles helps pupils to understand the importance of democracy and prepares them well for life in modern Britain. Pupils take pride in the care and upkeep of the school. For example, they are keen to work alongside the gardener to help look after the school chickens.

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

Pupils are well supported to develop a genuine love for reading as soon as they start school. Teachers are expertly trained to implement the phonics programme consistently and with precision. They check pupils are keeping up. Those at risk of falling behind are supported to catch up quickly. Pupils practise reading using books that are closely matched to the sounds they have learned. This means pupils learn to read with accuracy, fluency and confidence.

The school has a broad and balanced curriculum that matches the breadth and ambition of what is expected nationally. Important ideas that pupils need to learn and remember have been identified in all subjects. These have been logically sequenced so that pupils revisit and embed key concepts over time. This helps them to remember more. For example, in mathematics, children in early years practise counting and recognising numbers. This helps them to add, subtract, multiply and divide later on. Similarly, in history, pupils learn about past civilisations, including the Romans and Anglo Saxons. This knowledge helps them to compare and contrast the reasons why countries have been invaded throughout history.

Assessment is typically used well to identify pupils who need extra help. However, in some subjects, routines used to check pupils' understanding are not as firmly established. In these instances, errors and misconceptions persist in some pupils' understanding, limiting the depth of knowledge they secure.

Pupils' vocabulary development is a priority. In early years, children are well supported to develop their language. They learn to express their ideas and speak in more complex sentences. However, the knowledge and vocabulary needed to prepare them for Year 1 are not always made explicit. Consequently, there are some ideas and terminology that children do not secure sufficiently.

Pupils with special educational needs and/or disabilities (SEND) are accurately identified. Effective help is provided for pupils with SEND so that they can access the same curriculum as their peers, wherever possible. Those pupils who attend 'The Hive', the additional resourced provision, receive an appropriate balance of specialised support and access to learning alongside their peers each day.

Behaviour in lessons is strong. This is because the school has clear routines and expectations in place that are implemented consistently. Pupils are eager to learn. They settle quickly and work diligently in all lessons. Most pupils attend school regularly and on time. Effective support is in place for those whose attendance needs to improve.

Pupils' broader development is well considered. The curriculum has been designed to promote important ideas around diversity and inclusion. The 'Ravenstone entitlement' ensures all pupils attend an educational visit, hear a guest speaker and engage in an enrichment activity each term. Pupils enjoy the wide range of clubs on offer, for example football, dance, musical theatre and athletics.

Staff are overwhelmingly positive about the support they receive to manage their workload and well-being. This includes opportunities provided by the trust to develop professionally. Despite several leaders being new in their post, there is a detailed and accurate understanding of the school's strengths and areas to improve. Leaders have ensured appropriate plans are in place to tackle these priorities. Staff across the school are working systematically to ensure planned improvements are realised.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in early years does not systematically identify the important knowledge that children need to learn to prepare them for Year 1. As a result, children do not fully secure their understanding of some concepts and vocabulary needed. The school should ensure that the early years curriculum builds sequentially across each area of learning, with a clear alignment between early years and what comes next. This will ensure children have the knowledge needed to access more complex learning later on.

- In some subjects, the use of assessment is not fully effective. As a result, errors and misconceptions are not consistently identified and corrected. The school should ensure teachers check pupils' understanding of prior learning before moving on to more complex ideas.

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	147327
Local authority	Wandsworth
Inspection number	10287218
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	383
Appropriate authority	The Board of trustees
Chair of trust	Sian Mathias
CEO of trust	Mark Siswick and Christian Kingsley (Co-CEOs)
Headteacher	Francis O’Kane
Website	www.ravenstoneschool.co.uk
Date(s) of previous inspection	Not previously inspected

Information about this school

- Ravenstone Primary School converted to become an academy in September 2020. When its predecessor school, Ravenstone Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the Wandle Learning Trust.
- The school is a larger-than-average-sized primary school.
- The school runs a breakfast and after-school club.
- There have been several changes in senior leadership since the previous inspection. The current headteacher was appointed in September 2022, and the current deputy headteacher was appointed in June 2023. Two assistant headteachers have also recently been appointed.
- The school uses one registered alternative education provider, but no pupils are currently attending this provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the deputy headteacher, the assistant headteachers and members of staff. They spoke with the chief executive officers of the Wandle Learning Trust and met with trustees, including the chair of trustees, and members of the local governing board.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography, and art and design. For each deep dive, the inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.
- The inspectors also considered the curriculum in other subjects.
- The inspectors considered early mathematics in the Nursery and Reception classes.
- The inspectors looked at a range of documents, including leaders' priorities for improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of pupils, parents and staff were gathered through discussions, and Ofsted's surveys were considered.

Inspection team

Samantha Ingram, lead inspector	His Majesty's Inspector
Andy Turnock	Ofsted Inspector
Andrea Bedeau	His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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