

# Inspection of a good school: Ravensdale Infant and Nursery School

Devonshire Drive, Mickleover, Derby, Derbyshire DE3 9HE

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Inspection dates:

18 and 19 October 2023

## Outcome

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

## What is it like to attend this school?

After a period of significant upheaval, pupils, staff, parents and carers are delighted to be back together as a school community. 'Dexter the fire dog' was presented to the school by the fire brigade. He visits pupils in their classrooms and supports them to make good choices in behaviour during lunchtimes.

Pupils enjoy coming to school because they can be with their friends and learn new things. They appreciate the new playground equipment. It helps them to develop their imagination, work together and take turns.

The school values of 'ready, respectful and engaged' are at the heart of school life. Each class has a 'recognition board' that celebrates those who have upheld these values. It informs pupils' behaviour choices. Pupils know that adults in school help them to distinguish right from wrong. They know that any worries or concerns they may have will be dealt with quickly.

The school has worked hard to rebuild its place in the school community. Parents and carers say the school is 'welcoming, caring and kind'. Most parents felt that they received sufficient communication about their child's learning in school.

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

The school aims to help every pupil to realise their full potential. Leaders have designed a curriculum that puts the school's values at the centre of what pupils must learn. However, the precise knowledge of what pupils need to know is not yet sufficiently broken down into small steps. In some lessons, there is too much content for pupils to remember in a short space of time. Some of the planned actions to develop the curriculum have been hindered by the wider challenges the school has faced.

Pupils enjoy learning about different periods in history. This helps them to grapple with concepts such as diversity, equality and fairness. Teachers ask pupils to repeat words and key pieces of information. This helps pupils to rehearse and practise the content of the lesson.

Many curriculum leaders are beginning to develop their understanding of how to lead in their areas of responsibility. Some of this work is in its infancy. The school is providing training and development to help staff to lead and deliver the school's curriculum fully.

The new library takes centre stage in school. Pupils enjoy bringing books from home to share with their class. In the early years, children cast votes to select their daily story. The school ensures that all pupils learn to read, including those with special educational needs and/or disabilities (SEND). Teachers quickly spot pupils who may need more help. These pupils receive daily support to catch up.

The school strives to understand any barriers to learning that pupils may face. For example, the school works with some families to ensure that pupils arrive at school on time every day.

Pupils learn to appreciate the natural world during 'Go Wild' lessons. Being outside helps some pupils with their mental health. For others, it helps to develop early social skills. The 'Singing Stars' perform to parents alongside learning about musical concepts such as pitch and rhythm. Pupils learn how to be a good friend. They recognise that they can make choices. They appreciate how adults take time to help them to learn from any mistakes they may have made.

Staff love working at Ravensdale Infants. They appreciate the support they receive and they, in turn, support each other. Staff take pride in helping the school in its journey to be the best it can be.

Governors ensure that the school focuses on the right things to help the school improve. They are appreciative of leaders' efforts to move the school forward during a challenging time in its history.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, the curriculum is not fully sequenced and broken down into small steps of knowledge. Although pupils recall facts and information, it does not help them to develop a deeper understanding of the subject. The school must complete its work

to refine the curriculum so that the knowledge pupils need to know and remember is broken down into a clear, logical order.

- Many curriculum leaders are new to their area of responsibility. They do not have a complete understanding of how to make checks and lead on improvements in their subject area. The school must ensure that all subject leaders have the expertise and knowledge to deliver improvements in the school's curriculum.

## 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

<b>Unique reference number</b>	112759
<b>Local authority</b>	Derby
<b>Inspection number</b>	10313225
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	288
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Tim Marshall
<b>Headteacher</b>	Lorna Blanchenot
<b>Website</b>	<a href="http://www.ravensdalei.derby.sch.uk">www.ravensdalei.derby.sch.uk</a>
<b>Dates of previous inspection</b>	27 and 28 June 2018, under section 5 of the Education Act 2005

## Information about this school

- The school was subject to an arson attack in October 2020. The new school building opened in June 2022. During this period, pupils were educated at multiple sites across Derby city.
- Since the last inspection, there have been significant changes in governance. There have also been several changes in staffing.
- The school does not use any alternative provision.

## Information about this inspection

- 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 inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector held meetings with the headteacher, senior leaders, representatives of the local governing body and the local authority.
- The inspector carried out deep dives into these subjects: early reading, mathematics and history. For each deep dive, the inspector met with the curriculum leader to consider planning documents. They visited lessons and spoke with pupils and teachers. Curriculum plans were sampled for computing and art and design.
- The inspector sampled information for pupil attendance and behaviour. Documentation relating to governance and school development was also considered.
- The inspector spoke with parents and pupils. Responses to the staff survey and comments made by parents on Ofsted Parent View were also considered.

### **Inspection team**

Shaheen Hussain, lead inspector

His Majesty's Inspector

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