

# Inspection of a good school: Ravenswood Primary School

Ravenswood Road, Heaton, Newcastle upon Tyne, Tyne and Wear NE6 5TU

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Inspection dates:

29 and 30 November 2023

## **Outcome**

Ravenswood Primary School continues to be a good school.

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

Ravenswood Primary School is an inclusive, welcoming school. There is a strong sense of belonging. The school is rooted at the heart of the community. Parents value the caring relationships they have with staff. One parent said: 'There is always a lovely atmosphere; staff are positive and supportive.'

Pupils are proud of their school. Relationships between adults and children are respectful and trusting. Pupils say that they feel safe and happy because staff care for them.

The school has high expectations for pupils' behaviour, both inside and outside of the classroom. Pupils conduct themselves well in lessons and throughout the school day. Pupils are aware of different types of bullying. They say that bullying is rare in their school.

The school is keen to support all pupils to thrive, both academically and socially. Pupils' personal development is central to the curriculum design. Pupils benefit from a wide range of cultural experiences. The school also provides educational outings, visitors and clubs to enrich the curriculum. Pupils enjoy learning because it is interesting and relevant.

Pupils take pride in the leadership roles they can undertake, such as being young interpreters. Pupils are keen to make a positive difference to the school and local community.

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

The school is determined to provide a relevant curriculum that inspires all, including pupils with special educational needs and/or disabilities (SEND). A broad and ambitious curriculum is in place. This precisely details the most important content pupils in key stages 1 and 2 need to learn.

In early years, children settle into school quickly. They are sociable and happy. They follow clear routines and access a welcoming learning environment. However, the intended learning for these children is less clear. The school has not identified the most important knowledge that it wants children to learn. Sometimes, the experiences provided do not help children to develop the most important knowledge necessary to support firm foundations for learning in Year 1.

The school has recently introduced a new curriculum for mathematics. This curriculum is clearly sequenced, with small steps of learning identified. Staff have received some training to support them to implement these new plans. However, the school knows that further training is required to ensure there is a consistent approach to teaching mathematics across the school.

Reading is a high priority. There is a clear structure for the teaching of phonics. Children who are at the early stages of reading have daily phonics lessons. Staff quickly spot children who are finding reading difficult. If children struggle to read, they receive the precise support that they need to help them to catch up.

Staff inspire pupils to love reading. Teachers read to pupils every day. Pupils enjoy their regular visits to the school library. High-quality books that interest and engage pupils are available around the school. Pupils talk enthusiastically about their favourite books and authors.

Many pupils speak English as an additional language or have speech and language difficulties. The school works effectively to support these pupils. Staff place great emphasis on developing language and teaching vocabulary. Within lessons, pupils are given regular opportunities to share ideas with their friends and extend their vocabulary.

Across the school, the support for pupils with SEND is of a high quality. Effective plans set out the precise support that pupils need. Teachers use these plans well to successfully adapt learning. Consequently, pupils with SEND thrive at Ravenswood Primary School.

Behaviour is good. Pupils are eager to learn. They work hard in lessons in response to their teachers' high expectations.

The school's strong provision for pupils' wider personal development is carefully constructed and thoughtfully planned to ensure it is broad and rich. This curriculum celebrates the variety of cultural backgrounds represented in the school, as well as the heritage within the local area. Pupils understand the importance of treating everyone with respect, regardless of any differences. Pupils have an age-appropriate understanding of relationships and health education. They receive many opportunities to debate and discuss a range of topics.

The school manages attendance effectively. The school closely tracks pupils' attendance. Staff take swift and appropriate action with individual children and families to improve attendance. There are early indications that this is making a demonstrable improvement in supporting regular attendance.

Governors are highly committed. They are determined to provide the best education for all.

Leaders care about staff well-being. Staff appreciate this. There is a strong culture of teamwork among staff. All staff are proud to work at this nurturing school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In early years, the intended knowledge that the school wants children to learn is not clearly identified or carefully sequenced. This means that, sometimes, learning does not build securely over time. Consequently, some children in the early years are not as well prepared for key stage 1 as they should be. The school should clearly identify the exact knowledge that it wants children to learn as part of the early years curriculum to ensure that children gain solid foundations for life in Year 1.
- The mathematics curriculum is not always delivered as the school intends. This means that some pupils do not have sufficient opportunities to build on prior learning. This slows pupils' mathematical learning. The school should ensure that it provides training so that all staff, including those in early years, have the confidence and expertise to support pupils' mathematical skills effectively.

## **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 2014.

## **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>	108475
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10289976
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	633
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Colin Dixon
<b>Headteacher</b>	Clive Maddison
<b>Website</b>	<a href="http://www.ravenswoodprimary.co.uk">www.ravenswoodprimary.co.uk</a>
<b>Date of previous inspection</b>	20 June 2018, under section 8 of the Education Act 2005

## Information about this school

- Ravenswood Primary School is part of the Ouseburn Learning Trust.
- The school uses one unregistered alternative provider.
- The leadership team has been recently restructured and expanded.

## 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 inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, senior leaders, curriculum leaders, members of the governing body, the school improvement partner and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and physical education. For each deep dive, inspectors discussed the curriculum with

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also listened to pupils reading.

- Inspectors also discussed the curriculum in some other subjects, including science, geography and history.
- 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 the pupils' interests first.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- The lead inspector reviewed a wide range of documents, including governors' minutes, school improvement plans and the school's website.
- Inspectors took account of the responses to Ofsted's surveys of the views of staff, pupils and parents. Inspectors also spoke to parents at the school gate.

### **Inspection team**

Alison Stephenson, lead inspector

Ofsted Inspector

Andrew James

Ofsted Inspector

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