

Inspection of school: Ravensdale Primary School

Ravensdale Road, Coventry, West Midlands CV2 5GQ

Inspection dates: 19 and 20 March 2024

Outcome

Ravensdale Primary School continues to be a good school.

What is it like to attend this school?

Pupils feel happy and are safe at school. They are proud of their school and there are strong relationships of trust between pupils and staff. The school has high expectations of its pupils who do what they can to be the best versions of themselves.

Staff have created a calm and positive atmosphere in classrooms. This helps to give pupils the confidence to try their hardest. Many pupils who spoke to the inspector understood that, as was stated in an assembly, 'nobody learns without getting it wrong'. All pupils, including those with special educational needs and/or disabilities (SEND), are well supported in the classroom.

Pupils behave well at this school. They know and understand the importance of the school values of 'curiosity, collaboration, respect, resilience and kindness'. At social times, pupils of different year groups mix well and play safely together. They recognise that people are different. Pupils treat everyone with the same levels of respect and kindness.

Pupils enjoy a range of opportunities outside of the classroom. Throughout the school year, there are numerous musical events that pupils take part in. Pupils appreciate special events held in school and visits to places of interest. Older pupils especially value the leadership opportunities they can apply for.

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

Pupils follow a sequenced and ambitious curriculum. The school has carefully considered the key knowledge that pupils, from the early years onwards, need to know. At the start of lessons in core subjects, such as mathematics, pupils revisit what they have previously learned. They are then able to make use of this knowledge in the next stage of their learning.

The school is continuing to develop pupils' learning so that the most important skills and knowledge are developed over time. It continues to ensure that there are appropriate

learning plans in place and consistent standards across all subjects. Pupils achieve their most effective learning in subjects where curriculum plans are the most secure. In some foundation subjects, there is extra support to enable leaders and teachers to introduce new schemes of work. Pupils make the most progress in lessons where teachers are confident with their knowledge of a subject area. The school is supporting staff to improve their expertise and develop their teaching so that all pupils can achieve well.

From early years, the school identifies the needs of pupils with SEND accurately and quickly. The school shares information with staff. Staff adapt their teaching and resources to ensure that SEND pupils can make the progress of which they are capable.

Reading is a school priority. Starting in Reception, pupils are expertly taught phonics using a carefully sequenced programme. Staff are quick to identify any pupils who need further help with reading. Support is then provided for them to catch up. Pupils enjoy their reading and read as widely as possible in school and out of school. A Year 6 pupil remarked that, 'When I'm reading, I just want to know more, I can't stop.'

Behaviour in classrooms is calm and orderly. At all times, staff model positive behaviour and good manners. Outside of lessons, pupils behave well and up to the high expectations staff have of them. Pupils show understanding and kindness to others. Pupils positively encourage their classmates to be successful.

Having positive attendance is a high priority. The school is thorough and persistent in how it challenges poor attendance. It works closely with parents and outside agencies. Because of this, the majority of pupils attend school most of the time.

Pupils experience a range of creative and performance experiences. Music is a strength of the school. All pupils enjoy and look forward to their music lessons. Teaching is inspirational and goes beyond the requirements of the national curriculum. This year, all pupils have taken part in performances both in and out of school. There are nearly 100 pupils in the school choir. Older pupils have formed an orchestra and a school band.

Pupils benefit from having a carefully considered, ambitious and relevant personal development curriculum. They understand and can explain what fundamental British values are. Pupils can see the links between these and their own school values. The school brings in visitors to speak with pupils. It also organises special theme weeks and days. These inspire pupils. Pupils all value extra-curricular trips. Older pupils appreciate the many leadership opportunities on offer, such as pupil parliament membership, house leadership, reading ambassadors and digital leaders.

Governors know the school, the pupils and the community very well. They offer considerable expertise and experience. Their support, advice and guidance are much appreciated. Leaders value all staff. Staff appreciate this. The school supports staff effectively in the management of their well-being and workload.

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 for some foundation subjects does not fully meet the learning needs of all pupils. As a result, some pupils are not making the progress they are capable of. The school should further develop the curriculum in these subjects to ensure that the work is suitably adapted to meet the learning needs of all pupils.
- Some staff are not as confident as others in teaching the full curriculum. Because of this, pupils are not achieving as well as expected. The school should take steps to further improve the consistency of teaching and develop the knowledge of all staff to deliver the full 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 March 2019.

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	103682
Local authority	Coventry
Inspection number	10336852
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	456
Appropriate authority	The governing body
Chair of governing body	Tim Gordon
Headteacher	Jennie Nurse
Website	www.ravensdale-coventry.org.uk
Date of previous inspection	12 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school runs its own breakfast and after-school club.
- At the time of the inspection, the school was not using 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 his evaluation of the school.
- The inspector spoke to the headteacher, senior leaders, staff and pupils. The inspector spoke with members of the local governing board, including the chair, and representatives from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics, art and music. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their

learning and looked at pupils' work. The inspector listened to some pupils read to adults they knew.

- The inspector also looked at pupils' work in some other subjects, including science, geography and art and design. He discussed the school's curriculum and the early years curriculum and provision with leaders.
- To gather their views on the school, the inspector held informal and formal discussions with pupils and observed break and lunchtime.
- 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 took account of a range of other information, including the school's development plans, school policies and governors' minutes.
- The inspector considered the responses to Ofsted Parent View and the free-text comments. He also took into consideration the responses to Ofsted's staff survey.

Inspection team

David Buckle, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024