

Inspection of Ravensworth Primary School

Ravensworth Road, Mottingham, London SE9 4LW

Inspection dates: 8 and 10 May 2024

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 Good

The headteacher of this school is Paul Murphy. This school is part of Education for the 21st Century Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Simon Garrill, and overseen by a board of trustees, chaired by James Toop.

What is it like to attend this school?

This is a happy school where pupils are safe and listened to. Typically, parents and carers describe the school as a 'caring' place. Pupils who join the school part way through the school year are made to feel welcome by the other pupils. Pupils know that they can talk to staff if they have any concerns.

The school's values of 'dedication, belief and pride' are known by everyone. They underpin all areas of the school's work. Routines support pupils' conduct and as a result, lessons are calm. Pupils know it is important to be polite. If bullying happens, then staff work with pupils to resolve any issues.

The school knows pupils' individual needs well. Working relationships between staff and pupils are respectful and kind. The school has high expectations for all pupils. The curriculum is well planned and sequenced. Reading is valued by pupils and helps to support their learning in other curriculum areas.

Classes are deliberately named after places in London, which fosters a sense of pride and belonging among pupils. The school arranges a wide range of educational outings for pupils, including residential journeys and visits to museums.

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

The school has built an ambitious curriculum with clear end goals for all pupils. The governing body holds leaders to account for developing any identified actions for improvement. They understand the challenges and priorities of the school well. They support leaders to improve the school's published academic outcomes in national assessments in writing at the end of Year 6. Staff, including those new to teaching, appreciate the bespoke training that leaders and the trust provide. They felt supported in their workload and appreciated how the school works as a team.

In lessons, teachers present new materials and terminology carefully and clearly. The school has identified key vocabulary that supports pupils to understand essential learning. In classrooms, word list displays support pupils to use ambitious word choices. This sharp focus on developing language and communication starts in the early years. For instance, in mathematics, children are prompted to use and revisit the language of subtraction and addition.

The school makes careful adaptations so that all pupils, including pupils with special educational needs and/or disabilities (SEND) keep up with their learning. Pupils with SEND are identified at the earliest opportunity. All staff are skilled at working with pupils with SEND. They know and understand their individual targets.

The school has identified the most important knowledge across the curriculum that pupils must know and remember. For instance, in physical education, pupils are taught to be able to handle equipment correctly and confidently before they can understand how to use and apply the equipment effectively in games or sport.

However, occasionally tasks that are set in lessons do not enable pupils to fully develop their learning of important knowledge. When this happens, pupils do not get the opportunity to apply and deepen their understanding of key concepts or knowledge.

The school has thought carefully about how to teach early reading, and the trust provides support through helpful training. The phonics programme is taught daily. If children need additional time to practise, then this is quickly provided. In lessons, teachers carefully check the sounds that pupils know and remember. Pupils revisit sounds learned previously to secure understanding. The school makes sure that books match the phonics sounds that pupils know, and it helps pupils to become fluent readers over time. The school's well-resourced libraries allow pupils access to a broad range of ambitious and diverse texts. A habitual love of reading is encouraged and well promoted by all staff.

In class, teachers take time to model clear examples. This means that pupils know what is expected of them. However, sometimes teachers do not check that pupils have fully understood key content before they ask pupils to move on to more complex tasks. When this happens, misconceptions sometimes occur, and pupils are not supported to access more demanding future content.

Pupils are trusted to take on positions of leadership in the school. They welcome these responsibilities and are proud of the range of charities that they have supported through fundraising. The school arranges a variety of extra-curricular activities from working in the school's allotment to lacrosse and cheerleading clubs to make sure that pupils have experiences that extend beyond classroom learning. The school's behaviour and culture curriculum is well established. The school provides pupils with plentiful opportunities to practise and rehearse how to behave well. Consequently, lessons are purposeful and are rarely disrupted. Pupils are courteous and respectful towards each other and adults.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the foundation subjects, sometimes learning that is set does not enable pupils to consolidate key conceptual learning. Over time, as a consequence of this, pupils' learning is less secure and detailed as the school would like it to be. The school should ensure that tasks are designed to allow pupils to fully deepen their learning, while recalling essential key knowledge that they know.
- Occasionally, teaching does not check that all pupils have understood key knowledge before pupils move on to do more complex tasks. When this happens, sometimes misconceptions can arise, and pupils are not ready or prepared to

learn future content. The school must train teachers to check that the key components of learning have been fully understood before pupils move on to more complex work.

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 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	142233
Local authority	Bromley
Inspection number	10323414
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	285
Appropriate authority	The Board of trustees
Chair of trust	James Toop
Headteacher	Paul Murphy
Website	www.ravensworthprimary.co.uk
Date of previous inspection	17 July 2018, under section 8 of the Education Act 2005

Information about this school

- The Ravensworth School is part of Education for the 21st Century Trust.
- There are currently no pupils attending alternative provision.
- This inspection took place on 8 and 10 May. It was paused for a day on 9 May due to an issue with the water supply to the school.

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and a range of other senior leaders. The lead inspector spoke with a representative of the trust and a member of the local advisory body and with the chief executive officer of the trust.
- Inspectors carried out deep dives in early reading, mathematics, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with some pupils and teachers, and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders (including the designated safeguarding lead) and 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.
- Inspectors carried out further sampling to evaluate the quality of the writing curriculum.
- Inspectors observed pupils' behaviour in a range of situations, including at breaktimes and lunchtimes, and in lessons. They also spoke to pupils about behaviour.
- Inspectors considered the responses to Ofsted's online survey for parents, Ofsted Parent View. These included comments submitted via the free-text facility. Inspectors also considered responses to Ofsted's pupil survey and the survey for staff.

Inspection team

Lucy Bruce, lead inspector	Ofsted Inspector
Sophie Powell	Ofsted Inspector
Tom Canning	Ofsted Inspector
Rebecca Iles-Smith	His Majesty's 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 looked after children, 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