

# Inspection of a good school: Lime Academy Ravensbourne

Neave Crescent, Faringdon Avenue, Harold Hill, Romford, Essex, RM3 8HN

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Inspection dates: 11 and 12 June 2024

## **Outcome**

Lime Academy Ravensbourne continues to be a good school.

The headteacher of this school is Andy Smith. This school is part of Lime Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Kirsten Jowett, and overseen by a board of trustees, chaired by Christopher Cole.

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

Pupils are excited to be in school each day. Staff ensure that pupils have access to a stimulating environment. Pupils encounter learning opportunities that meet their needs. They benefit from warm professional relationships with caring and committed staff who know them well.

The school is a calm and orderly place in which pupils can thrive. When pupils struggle to regulate their behaviour, staff use appropriate strategies to manage this well. Parents are actively involved in the school community. For example, they participate in coffee mornings where they learn more about the school's use of occupational therapy. Parents are effusive in their praise of the school. Their children are making progress in a happy and safe environment.

All staff share high expectations for pupils to be as independent as possible. Sixth-form students learn the skills they will need for their future adult lives. They visit the local shop and enjoy outings to Bedfords Park.

Leaders have found ways for pupils to have a say in the running of the school. Pupils have contributed to decisions about food and the school environment as well as the summer fete.

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

Leaders are ambitious for pupils to access a broad curriculum at their own pace. Pupils follow a curriculum 'pathway' but can progress to one that is more advanced if they are ready. Older pupils complete an AQA unit award each year and celebrate this

achievement. The planning of the curriculum is highly personalised. It is based on the school's assessment of pupils' starting points and their education, health, and health care (EHC) plan targets. However, in a few subjects, the curriculum is not broken down into the smallest steps of learning. This slows pupils' progress towards meeting short and long-term goals in these strands.

Staff demonstrate a strong understanding of the curriculum. They benefit from helpful training at school and trust level. Teachers and teaching assistants work as a team to plan activities that will suit pupils' needs and interests. For example, as part of the 'my creativity' curriculum pupils choose their preferred medium of clay or paint.

The school prioritises communication. Pupils' communication development is consolidated through daily routines such as the use of visual timetables, and now and next boards. Staff skilfully engage pupils' attention through sensory stories, dramas and songs. They use a range of communication methods such as eye gaze, body signing, gesture and Makaton. Pupils use assisted technology to indicate preferences at a level appropriate for them.

Staff are attentive in their observations of pupils. There are ongoing observations that enable staff to assess pupils' progress. Staff use their reflections to plan next steps for each pupil, drawing on the expertise of the therapy team. Teachers and teaching assistants use their assessment of pupils' responses to adapt the curriculum in the moment.

Leaders have tried several strategies to improve pupils' levels of attendance. They have worked with parents to remove any barriers that might affect attendance. This work is at an early stage and is not having a significant impact on whole-school attendance figures.

Pupils are well prepared for adulthood. They learn to express likes and dislikes as part of learning to stay safe. Younger pupils participate in sensory cooking while older pupils can take one of the school's therapy dogs for a walk. The trust careers advisor gathers information about pupils' interests to organise interactions with employers. A small number of pupils complete work experience placements in school. Pupils take part in outings to local theatres. They enjoy horse riding and swimming. Leaders bring experiences such as the immersive Planetarium dome to the school so that all pupils can participate.

Increasingly staff and leaders are engaging with special schools across the trust as well as in the local authority. They value the sharing of expertise which is helping them to refine aspects of the school's work. Trustees and the local governing council effectively support and challenge school leaders. Staff enjoy working as a team and show high levels of commitment to pupils and their families.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a few strands of the curriculum, the school does not consistently clarify the precise steps of learning that pupils need to successfully work towards their short-term goals. Leaders should continue their work to develop curricular thinking so that staff know the small steps of learning for pupils on each curriculum pathway. This will enhance pupils' progress towards meeting their EHC plan outcomes over time.
- The school has taken action to improve pupils' attendance. This is not having a significant impact on whole-school attendance figures. The school should continue to develop its processes to address patterns of poor attendance and formalise support where needed to increase overall attendance rates.

## 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 January 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

<b>Unique reference number</b>	142722
<b>Local authority</b>	Havering
<b>Inspection number</b>	10296742
<b>Type of school</b>	Special
<b>School category</b>	Academy special converter
<b>Age range of pupils</b>	3 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	82
<b>Of which, number on roll in the sixth form</b>	13
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christopher Cole
<b>Headteacher</b>	Andy Smith
<b>Website</b>	<a href="http://www.limeacademyravensbourne.org">www.limeacademyravensbourne.org</a>
<b>Dates of previous inspection</b>	10 and 11 January 2019, under section 5 of the Education Act 2005

## Information about this school

- Since the last inspection, the school has joined Lime Academy Trust.
- There have been several changes to the leadership team since the previous inspection. The headteacher has been in post since September 2022.
- The school caters for pupils with a range of special educational needs and/or disabilities. They include profound and multiple learning disabilities, autism spectrum disorder and specific learning disorders.
- The school does not make use of any alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## 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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: my communication, my body and my thinking. For each deep dive, inspectors met with subject leaders to discuss the curriculum, had discussions with staff and looked at records of pupils' work. Inspectors also considered the curriculum in other subjects as part of this inspection.
- Inspectors scrutinised a range of documents including leaders' evaluation of the school and priorities for improvement.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record of pre-employment checks; took account of the views of leaders and staff; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with senior leaders, teachers and the wider school team as well as trust staff.
- Inspectors met with the chair of the trust and the chair and other members of the academy council.
- They also spoke to some parents in person and looked at responses to Ofsted's online staff and parent surveys.

## Inspection team

Lisa Strong, lead inspector

His Majesty's Inspector

Andrew Hook

Ofsted Inspector

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