

Inspection of an outstanding school: Ravensbury Community School

Tartan Street, Clayton, Manchester M11 4EG

Inspection dates:

5 and 6 June 2024

Outcome

There has been no change to this school's overall judgement of outstanding 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?

Pupils at Ravensbury arrive each day with smiles on their faces and lots of enthusiasm for their learning. They are greeted warmly by staff, who know them well and celebrate them as individuals. Pupils, including those with special educational needs and/or disabilities (SEND), embody their school values to create, explore, care and soar.

The school is aspirational for pupils and wants the very best for their academic, social and emotional success. Many pupils meet these high standards and achieve well in many subjects. However, some pupils do not learn as well as the school expects. The school is developing the curriculum even further to ensure that pupils make strong progress in all areas.

Pupils respect each other. They are polite and well mannered. Pupils' positive attitudes to learning mean that disruption in lessons is rare. Pupils trust staff to deal with any incidents of misbehaviour quickly and effectively.

The school provides a vast array of activities for pupils to learn beyond the academic curriculum. Trips and visits bring learning to life. For example, pupils benefit from science workshops in school and visits to the local airport and to the war museum.

Pupils excel in their various roles and responsibilities. These include becoming house captains and eco-councillors. Pupils are eager to care for their local and wider community. For example, they work alongside a local retailer to raise money for charities. This helps pupils to understand that they can make a positive difference to the lives of others. Pupils develop into active and well-informed young citizens.

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

The school has designed a broad, balanced and well-ordered curriculum that flows from the early years to Year 6. In the main, the school has ensured that the curriculum makes clear the knowledge that staff should deliver. Teachers teach content that builds logically on pupils' prior learning. This helps pupils to build their knowledge progressively over time. The school is continuing to develop its curriculum and has identified the need to refine the content that is taught even further in some other areas.

Staff have received appropriate training so that they deliver the curriculum confidently. They use suitable activities that support most pupils to build their knowledge well over time.

Typically, teachers check that pupils have understood what has been taught during lessons. However, sometimes teachers do not use the findings from these checks well enough to modify their teaching when it is necessary.

The 2023 published data shows that the proportion of pupils who met the expected standards in reading and mathematics at the end of Year 6 was significantly below the national average. This group of pupils experienced considerable turbulence to their education due, in part, to the COVID-19 pandemic. They did not have enough time to benefit from the ambitious curriculum that the school has established in these subjects in recent years. Currently, most pupils achieve well in those subjects where the curriculum is more established.

The school has prioritised the teaching of early reading. Pupils read from a wealth of different books written by a range of authors. These texts inspire pupils and encourage them to read for pleasure. Children in the Nursery Year learn rhymes and share stories to develop their speaking and listening skills. The staff who deliver the phonics programme are well trained. As soon as they join the Reception Year, children start to learn sounds and the corresponding letters. Pupils practise reading from books which contain the sounds that they have learned. When pupils struggle with reading, the school makes sure that they receive the help that they need to develop into confident and successful readers.

Staff quickly identify the additional needs that pupils may have. Staff are well informed about the best ways to help pupils with SEND thrive in all aspects of their development. These pupils benefit highly from the support that they receive. Staff work collaboratively with parents, carers and other external agencies to secure appropriate support for pupils with SEND.

Pupils, including children in the early years, behave well. They understand the importance of attending school daily. The school takes prompt and effective action to reduce pupils' rates of absence.

The school provides a range of opportunities that enhance pupils' personal development. For example, pupils are keen to attend the many extra-curricular activities on offer to them, such as yoga, glee and mindfulness clubs. Pupils throughout the school learn about

keeping mentally and physically healthy. They also learn about and celebrate diversity. Pupils have a mature understanding of people's differences.

Governors have a range of suitable expertise, which helps them to support the school effectively. They hold the school to account well. Staff said that they appreciate the way that the school listens to their opinions and is mindful of their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not use the information that they gain from their checks on pupils' learning well enough to modify future learning. This means that pupils are not always supported to close gaps in their learning as well as they might. The school should ensure that teachers use assessment information more effectively to adapt their teaching when it is needed.

Background

When we have judged outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 outstanding in October 2017.

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	105449
Local authority	Manchester
Inspection number	10321271
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	477
Appropriate authority	The governing body
Chair of governing body	Adam Woof
Headteacher	Maureen Hughes
Website	www.ravensbury.manchester.sch.uk
Dates of previous inspection	10 and 11 October 2017, under section 8 of the Education Act 2005

Information about this school

- A new chair of governors has been appointed since the previous inspection.
- The school makes use of one registered alternative provider.
- The school runs an on-site breakfast club.

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 that 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 her evaluation of the school.
- The inspector met with the headteacher, other senior leaders and staff. She also met with members of the governing body, including the chair of governors.
- The inspector carried out deep dives in English, including early reading, mathematics and geography. 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 samples of pupils' work.

- The inspector also considered the curriculum in some other subjects.
- The inspector observed some pupils reading to a trusted adult.
- 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 observed pupils' behaviour during lessons and breaktimes. She also spoke with pupils about their experiences of school.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. The inspector also considered the responses to Ofsted's survey for staff and for pupils.

Inspection team

Ruth Moran, lead inspector

His Majesty's Inspector

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