



# Ravenscroft Primary School

## Inspection Report

**Unique Reference Number** 102739  
**LEA** Newham LEA  
**Inspection number** 276763  
**Inspection dates** 19 October 2005 to 20 October 2005  
**Reporting inspector** Gill Close HMI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Carson Road
<b>School category</b>	Community		London
<b>Age range of pupils</b>	3 to 11		E16 4BD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02074762454
<b>Number on roll</b>	429	<b>Fax number</b>	02074762454
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Peter Smith
<b>Date of previous inspection</b>	11 December 2000	<b>Headteacher</b>	Miss Ruth Pigney

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 19 October 2005 - 20 October 2005	<b>Inspection number</b> 276763
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

## Description of the school

Ravenscroft School is a large primary school with a Nursery. In recent years the number of children eligible for free school meals and those whose first language is not English has risen to well above average. Children have a wide range of ethnic backgrounds. The proportion of children with special educational needs is also above average. A high number of children join the school during the school year.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Ravenscroft Primary School gives its children a good education. It offers outstanding care, guidance and support which enable all children to make good progress in their attainment and their personal development, and to behave excellently. They very much enjoy coming to school, get on well together and rightly feel very safe. Their parents have great confidence in the school. Children start school with attainment that is well below average, and very low in communication and personal development. The school places a strong emphasis on these two areas and identifies individual needs well. It provides good teaching and in the Foundation Stage the activities are exciting. As a result, the children make good progress throughout the school to reach broadly average standards by Year 6. The particularly good provision for children who are at an early stage of learning English or who have special educational needs enables them to do well. The excellent system of support for children who join the school during the year helps them to settle in quickly and make good progress. The school is well led. Senior staff judge its performance accurately and know its strengths and weaknesses well. They make effective plans for it to improve. Through regular visits to lessons, the headteacher helps teaching to get better. While the children's circumstances have gradually changed since 2000, the school has made good improvement overall and in the four areas highlighted in the last inspection: the Foundation Stage, information and communication technology, assessment and matching work to children's needs. These demonstrate its capacity to continue to improve. The school provides good value for money; it deploys staff and resources effectively to support the children's learning.

### What the school should do to improve further

\* continue to focus on raising standards in literacy, by encouraging and enabling children to give extended responses and explanations\* develop assessment procedures to enable progress to be evaluated in the Foundation Stage\* link learning outcomes, assessment and children's learning targets so these are central to the lesson\* enhance children's independence, initiative and thinking skills.

## Achievement and standards

### Grade: 2

When children start school in the Nursery their attainment is well below average, particularly in communication and personal development. The good teaching enables them to make good progress so that by the time they start Year 1 standards have improved to below average overall, with boys' literacy and personal development the weakest areas. Throughout the school, the strong emphasis on literacy and personal development helps children continue to make good progress. They reach just below average standards in Year 2 and broadly average standards in Year 6, meeting the school's challenging targets. Children who enter the school at an early stage of learning English are very well supported and make good progress, although in 2005 they did

better in English and science than in mathematics, where few reached the highest level. The very good monitoring and support for children with special educational needs enables them to make particularly good progress.

## **Personal development and well-being**

### **Grade: 2**

Children greatly enjoy their time in school and feel very safe. They have good relationships with each other and staff. Their personal development is good and their behaviour is excellent, as a consequence of the school's good strategies. Where teaching is stimulating, children are keen workers. Over the last few years, the school has been successful in improving attendance, which is now broadly average. Moral development is excellent, as illustrated by a Year 6 child's comment 'It is best to tell the truth because it makes it worse to lie'. Spiritual, social and cultural development are good: children respect each other and understand differences and similarities between faiths and cultures through friendships, religious education and other study areas. Children contribute well to the school community through volunteering to be playground buddies and helping with jobs. They participate eagerly in projects but rarely initiate them. They express their views about the school through questionnaires but have too few opportunities to develop their involvement in the democratic process, such as through a school council. They are respectful of property, considerate of others and confident that problems are dealt with promptly and fairly. Whilst all children are aware of the need for a healthy lifestyle, a smaller number actually follow a healthy diet in their school lunch.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

In all year groups in the school teaching is good. There are a number of key factors behind this: effective monitoring of lessons; consistent use of praise to raise self-esteem and improve behaviour; well-targeted individual support; and a successful focus on literacy. The close match of teaching to individual needs and the use of assessment to support this represent good improvement since the last inspection. Parents are effectively encouraged to participate in supporting their children's learning and well-being through close contact, good information and activities that raise their awareness about the teaching in the school. The headteacher monitors lessons thoroughly and regularly. Through joint evaluation with the teacher, she provides constructive feedback that enables the teacher to improve. She shares with all teachers the examples of the good practice she has seen and these have an impact on everyone's teaching, for example in the use of success criteria for children to assess their work. Teachers are consistent in their very effective use of praise, in particular to achieve high standards of children's behaviour and personal development and to raise their self-esteem. They operate a very successful behaviour management system which enables children to reflect upon the impact of their behaviour and take responsibility

for it. They provide clear lesson objectives and involve children in assessing their work. However, the objectives and assessment are not closely enough linked to the quality of the children's work or their individual learning targets to give them a clear view of their progress and how to improve. All children's standards in English and mathematics are monitored each term, and those making too little progress are identified. The school meets these children's needs effectively through extra teaching groups in Years 5 and 6, individual support and action plans that inform teachers' lessons. The individual support for children at early stages of learning English and with special educational needs meets their needs very well, and successfully enables many of them to join their classmates for teaching. For example, the co-ordinator and learning mentors tailor the early teaching of English for each individual, and children with emotional difficulties make good progress in their personal development through well-structured teaching. The good focus on literacy by all teachers is evident in written and oral work, but there is not consistent planning for children to give lengthy responses and explanations, or extend their use of mathematical language. Features of the less strong teaching are that children are not sufficiently challenged, for example they do not have to think hard enough or give reasons, or do not have to use initiative. Sometimes teachers do not identify the misconceptions children have. Learning in the Foundation Stage is great fun because children are actively involved in a wide range of activities, including talking through puppet play about their emotions. In some, such as 'make all the cogs turn', boys often play silently when there is no adult leader, so opportunities for talk are lost. Assessment of children's standards at the end of Reception is sound but the school has rightly recognised the need for a more precise way of tracking progress throughout the Foundation Stage.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good quality broad and balanced curriculum that meets the needs of all of the children. It is enhanced by themed weeks, such as on scientific investigations, and by visits to places of interest that are well-chosen to enrich the children's experiences. Cross-curricular links for literacy and information and communication technology (ICT) are having a positive impact on children's learning. In addition, the innovation project which has provided a laptop for each child in Years 5 and 6 has helped bring about a substantial improvement in children's ICT skills since the last inspection. The curriculum in the Foundation Stage is broad and well balanced, showing good improvement since the last inspection. Teachers plan together stimulating and exciting activities indoors and outside that help pupils develop their speaking, listening, reading and writing. The provision for children who join the school after the start of the year and for those with special educational needs or at early stages of learning English is very good. It ensures that the necessary time and materials are made available to meet everyone's individual needs.

## Care, guidance and support

### Grade: 1

The care, guidance and support of children are outstanding. Staff build very close links with each family from the outset, and ensure that they understand and support children's individual needs and circumstances. They continually monitor the children's progress and well-being, and share this information so they can act on it quickly. Learning mentors operate an excellent system for identifying and supporting the needs of all children who join the school during the year. They also provide very well targeted language teaching for children at an early stage of learning English and exceptional personal and behaviour support for all children at lunch time. Staff handle all issues with great sensitivity and provide highly-skilled personal support when it is needed. For example, they enable children new to the school to feel included and those with a close family bereavement to feel safe and secure. The school's exceptionally good collaboration with outside professionals has had a positive effect on the attendance, well-being and achievement of individuals. Procedures for safeguarding children are in place and applied effectively.

## Leadership and management

### Grade: 2

The headteacher provides dedicated and successful leadership of the school and is well supported by the senior management team and the co-ordinators for special educational needs and English as an additional language. She has a clear vision for the future direction of the school in changing circumstances. Its strong caring ethos and inclusiveness is evident through all of its work. In the Foundation Stage, the curriculum, resources, planning, assessment and recording have improved since the last inspection and the school has rightly identified the need for better systems to monitor progress. It is well led and managed. The school's self-evaluation is accurate. It uses good procedures for identifying strengths and areas for development which involve staff and children effectively. Nevertheless, these are based more on evaluating provision than on its impact on children's learning. The good team work and communication between staff members ensure that the children benefit from the well-identified improvements the school introduces. Parents think highly of the school; they say that their views are taken into account and that their children make good progress and feel safe. The headteacher is very effective in raising the quality of teaching and learning through frequent monitoring of lessons. The school is developing the role of the subject co-ordinators. They are well involved in planning for improvement but not in the monitoring and evaluation of teaching and learning. Performance management is used well to give parents opportunities to learn more about the life of the school and to increase their knowledge about their children's learning. The governing body is supportive of the school. It has a clear understanding of the standards the children attain but has not gathered information consistently through visits to the school. The school's recent improvement and accuracy of its self-evaluation demonstrate well its capacity to continue to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for welcoming us into your school and telling us about it.

We think that you go to a good school where all of the staff look after you extremely well. They take great care to find out what you need to help you feel good and make progress in your work. As a result you all get on well together and your behaviour is excellent. You also learn a lot and really enjoy coming to school. The children who don't start school at the beginning of the year have such good help that they soon settle in. Everyone who did not know much English when they started school has made a big improvement because the support is good. The teaching in your school is good. Your headteacher visits lessons regularly and helps teaching become even better. You go on interesting visits and in the Nursery and Reception there are exciting activities. You have lots of opportunities to use computers to help you learn. You use success criteria to assess your work; we have asked teachers to improve them so you can assess your progress better. They should also check your progress in Nursery and Reception more precisely.

There are some ways you can help the school to improve. The teachers are good at helping everyone with their literacy; we think that you could do even better if you gave longer answers and explanations. In the lessons you do a lot of work but you need to make sure you think hard. You are keen to help out in school and join in with others but you should also use your own ideas for activities and in lessons. Your school has improved recently and the teachers know how to make it even better. We wish you success in making this happen and hope you enjoy the rest of your time in the school.