



# East Ravendale CofE Primary School

Inspection Report

**Unique Reference Number** 118009  
**LEA** North East Lincolnshire  
**Inspection number** 280211  
**Inspection dates** 19 January 2006 to 20 January 2006  
**Reporting inspector** Mrs Carole L Cressey

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

<b>Type of school</b>	Primary	<b>School address</b>	East Ravendale
<b>School category</b>	Voluntary controlled		Grimsby
<b>Age range of pupils</b>	4 to 11		DN37 0RX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01472 825999
<b>Number on roll</b>	101	<b>Fax number</b>	01472 220363
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Clive Williams
<b>Date of previous inspection</b>	1 March 2000	<b>Headteacher</b>	Mr Michael Pickwell

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 19 January 2006 - 20 January 2006	<b>Inspection number</b> 280211
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## Introduction

The inspection was carried out by one additional inspector

## Description of the school

This small primary school is located in the rural village of East Ravendale on the outskirts of Grimsby. Although many pupils travel from outside the immediate locality there is a strong sense of community and the school is proud of its links with the local churches. All the pupils are white British and most come from socially advantaged backgrounds. The proportion of pupils with learning difficulties and/or disabilities is well below average. After facing an uncertain future for some time, the school has recently been informed it will remain open and the Victorian building will be refurbished.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

East Ravensdale is a good school with many outstanding features and it gives good value for money. The inspection judgements match the school's view of itself. The Christian ethos of the school is central to its determination to provide the best education it can despite the severe limitations of an outdated Victorian building. Pupils speak very highly of their school and their parents value the school's Christian ethos. They are very confident that their children are safe, well cared for, work hard and achieve high standards. The quality of the education, including teaching, is good in all classes including the Foundation Stage. As a result, the pupils achieve well and, by the time they leave the school, they attain standards which are well above those found nationally. However, standards in English could be even higher and more pupils could reach the higher levels. Pupils' personal development is very good. Pupils enjoy their lessons very much but would like more interesting activities when they are in the playground. The school is very well led and managed. The headteacher and governors are unstinting in their determination to improve the school's facilities and ensure that pupils achieve as well as they can. This is a school that is very well placed to become even more successful in the future.

not applicable

### What the school should do to improve further

- Improve the playground by providing activities which are interesting and exciting for girls and boys.
- Continue to raise achievement further in English by providing more opportunities for pupils to use their writing skills in a range of interesting ways.

## Achievement and standards

### Grade: 2

Pupils achieve well. The attainment of children when they first start school is broadly average for their age. They make very good progress in the Foundation Stage and achieve well, and most reach the standards expected of them well before they enter Year 1. This very good start and the consistently good teaching in all year groups enables most pupils to continue to achieve well throughout the school. In national tests in Year 2 and Year 6 the results are consistently above average and the school usually exceeds its targets. However, the school is not complacent about its high standards and is continually striving to improve them. In mathematics higher attaining pupils are challenged to reach even higher standards and are already working on the Year 7 curriculum. Writing has been targeted as an area where higher attainers are not achieving as well as they are in other subjects. As a result of a number of successful initiatives, including more writing lessons, the number of pupils on target to reach the higher levels in English is twice the national average and has much improved from 2005. Pupils with learning difficulties are supported exceptionally well and as a result most reach the expected level for their age while some exceed it.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development is good with some outstanding features. The school is a happy and safe place in which pupils thrive and develop mature attitudes. Pupils are very enthusiastic about coming to school and attendance is above average. Good behaviour is the norm and pupils say they are unaware of any bullying. Pupils show considerable respect and care for their classmates, especially those who may be having problems. The School Council provides pupils with excellent opportunities to develop a sense of community responsibility. Younger children in reception and Years 1 and 2 all have a chance to serve on the Council in turn. This prepares them well to stand for election once they enter Year 3. Older pupils use their initiative well to organise events to raise money, for example, for an animal sanctuary. Healthy life-styles are a priority and the school works very hard to compensate for the limited space for sporting facilities. Pupils know the importance of exercise and value their visits to a local gym and the regular swimming lessons. However, the playground does not have enough challenging activities for pupils during their leisure times.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are consistently good throughout the school. In the Foundation Stage, the very good range of challenging tasks enables children to make rapid strides in their learning. Lessons throughout the school are well organised to meet the needs of the different ages and attainment levels. A range of methods and resources captures pupils' interests. A very successful and challenging literacy lesson in Years 1 and 2 began with pupils bringing in their own wheeled toys for the whole class to talk about and examine. As a result, pupils wrote high-quality instructions on how to stop and start their vehicles. Staff use the interactive whiteboard very well to add pace and interest to the lessons. Rigorous assessments provide a very clear picture of the pupils' progress and attainment. The information is used very well to set challenging individual targets to help pupils to achieve their best. Pupils know their targets and are clear about what they need to do to move on to the next level.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. It is planned effectively to minimise the negative effects of the inadequate building on the pupils' learning. For example, community links are used very effectively to enable pupils to benefit from sporting activities at other venues. Parents and staff have worked together to create a stimulating outdoor area for the youngest children. A very good programme of social and health education provides the pupils with necessary knowledge to develop their personal safety, care

and healthy living. Topics, after school clubs, well-planned visits and visitors to school help to deepen pupils learning and engage their curiosity. An example of this was a visit to a local newspaper office, which resulted in the pupils, including the boys, producing an exceptionally high-quality piece of writing. The use of information technology enriches pupils' learning. For example, slide shows, accompanied by music, help to create a reverent atmosphere for collective worship. Year 6 pupils made their own video, using a digital camera and computer programs, to produce a fascinating presentation about masks through the ages. Almost all parents feel that the work their children do is interesting and that they learn a lot and make good progress.

## **Care, guidance and support**

### **Grade: 2**

Pupils are enabled to achieve well in their personal development because of the good care, guidance and support the school provides for them. Highly effective procedures are in place for child protection and all staff are vigilant in their care of children who are vulnerable. Staff identify pupils with learning or behaviour difficulties quickly and work well with outside agencies to ensure that they have the extra help they need. As a result of good additional support, most pupils with behaviour or learning difficulties make rapid progress in becoming successful members of the school community. Gifted and talented pupils are given highly challenging activities to fully extend their skills and knowledge. Teachers track each pupil's academic progress and set challenging targets to enable pupils to improve. Pupils feel very safe and know their teachers will always listen to their concerns, fears and worries in confidence. They especially value the 'worry box' which gives pupils who are less confident an opportunity to tell an adult what is worrying them.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The school has made good progress since the last inspection. The headteacher, parents, governors and the diocese have all worked together to ensure that the school remains open and the building is refurbished to create a modern school which the whole community can enjoy and be proud of. The school's evaluation of itself is highly accurate and is pivotal to its continued success. Strengths and weaknesses are identified and prioritised to form the main priorities in the school improvement plan. The priorities are quickly implemented to bring about the desired improvements and raise standards. For example, standards in writing have risen substantially across the school, although they could improve even further. The monitoring of teaching and learning is exceptionally rigorous and effective and ensures that teaching is always of a high standard. The governors do their work well; they are challenging and rigorous in their desire continually to raise standards and to provide the best education possible for the pupils. The parents' confidence in the leadership and management of the school is rightly placed.

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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?	2	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	2	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	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	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>	2	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	1	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	2	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

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East Ravendale CofE Primary School

East Ravendale

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19 Jan 2006

Dear Children

Thank you so much for being so friendly and welcoming when I visited your school a short while ago. I so enjoyed talking with you and your teachers.

I could see that you enjoy your lessons and work hard in English and mathematics.

I was particularly pleased to see how well you behaved and how very kind you are to other children in your school. You are all working very hard and it was particularly pleasing to see how much better you are doing in your writing. Keep up the good work.

I think you are very lucky to go to such a good school where your headteacher and teachers work so hard to help you learn. I have asked your teachers to do two things to make the school even better.

Improve the playground by providing activities which are interesting and exciting for you all.

Continue to help you improve your writing by giving you really interesting things to write about.

Do you remember when we talked together you had some really good ideas on how you could improve your playground? Perhaps you should share these ideas with your teachers. I am sure they will be able to help you get started.

I hope you will always enjoy school and that it will help you to become happy, sensible and successful adults.

Yours sincerely

Carole Cressey

Lead inspector