

# Ravensworth Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	121511
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	292142
<b>Inspection dates</b>	20–21 March 2007
<b>Reporting inspector</b>	Jim Griffin

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	84
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Corinne Bell
<b>Headteacher</b>	Mrs Di Robinson
<b>Date of previous school inspection</b>	21 May 2001
<b>School address</b>	Ravensworth Richmond North Yorkshire DL11 7ET
<b>Telephone number</b>	01325 718375
<b>Fax number</b>	01325 718375

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a smaller than average school, with three mixed age classes. Only a few pupils are entitled to a free school meal. All are of White British heritage and speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is around one fifth of the national average, whilst the proportion of pupils with a statement of special educational need is broadly average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with good features relating to the care and personal development of pupils. Its value for money is satisfactory. The quality of the school's self-evaluation is also satisfactory; it is broadly accurate but in some cases tends to overestimate the impact of improvements on effectiveness.

Good attention is paid to promoting pupils' care and personal development. Pupils feel safe and secure and know that there are adults they can approach when they have problems. Pupils who are vulnerable in any way are well supported. The school works effectively with other agencies to promote the well-being of the pupils. There is a good range of opportunities for pupils to take on genuine responsibilities and these help pupils develop into considerate, caring and mature individuals. Some are very confident and articulate for their age. Pupils' behaviour, relationships and attendance are all good. Parents are positive about what the school provides and achieves, especially appreciating the friendliness and happiness that prevail.

Pupils' academic achievement is satisfactory. This is largely because the quality of teaching is satisfactory. Some is good, and pupils respond well to challenges especially when activities are 'fun'. However, not all teaching is equally strong and the quality of pupils' learning is not consistent. Systems for providing academic guidance are good, improved by recent changes in the way the school monitors pupils' progress. Children generally enter the school with standards above expectations, albeit with some variations between year groups. They make steady progress during the Foundation Stage with many exceeding the levels expected for pupils of this age. Standards are above the national average at the end of both Key Stages 1 and 2, for most cohorts, representing satisfactory progress overall. The curriculum is satisfactory, including the quality and standards in the Foundation Stage.

Leadership and management are satisfactory overall. Positive features are the headteacher's enthusiasm and drive and as a result, pupils and parents hold her in high regard. The new pupil tracking system is enabling the school to use data more effectively to promote improvement. However, the school is trying to do too much in too many areas. This is reducing its capacity to ensure that pupils make consistently good progress. The monitoring of teaching, although sufficient in quantity, does not focus enough on the features in lessons that impact on pupils' learning. The monitoring of pupils' work does not always lead to a clear and shared view of the key improvements needed. Improvement since the previous inspection, whilst accelerating recently, has been satisfactory overall. The capacity to improve further is also satisfactory. Governance is good. Ably led by the chair of governors, it is playing an effective part in school leadership.

### What the school should do to improve further

- Improve teaching by making sure it promotes pupils' learning equally well in all lessons.
- Ensure the main focus for the school's leadership is to improve pupils' achievement.
- Make sure that the information gained from monitoring activities is shared with all staff and acted upon across the school.

## **Achievement and standards**

### **Grade: 3**

The achievement of all groups of pupils is satisfactory, including those with learning difficulties and/or disabilities. Children enter the Reception class with knowledge and skills that are higher than expected of four year olds. They make a steady start, so that by the end of the Foundation Stage, standards are above average in all areas of learning, apart from writing in some cohorts where standards are broadly average. By the end of Year 2, standards are usually above the national average in reading, writing and mathematics. Pupils continue to make satisfactory progress in Years 3 to 6, to achieve standards that are above average overall. The school's tracking data show that the progress of current year groups continues to be satisfactory.

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

### **Grade: 2**

This is a particular strength and pupils are proud of their school which they enjoy attending. They value the good relationships with adults and among pupils. Pupils' good behaviour is evident in lessons and in the strikingly calm, social atmosphere that prevails in the dining hall. Pupils have confidence in adults to resolve any rare, minor incidents of misbehaviour. Pupils' attitudes to work in lessons are good. Pupils are keen and interested and give of their best.

Pupils' spiritual, moral, social and cultural development is good. They are respectful and courteous, and most work well in pairs and small groups. They gain an important awareness of world faiths and cultures through visitors as well as in subjects such as history and geography. For example, the school's link with a school in Nigeria is a real source of interest to the pupils, as they compare their own lives with the lives of pupils in that school. The school has an important place in the lives of the local community, for example pupils, parents, staff and villagers attend events organised by the Friends. Pupils take seriously their responsibilities as monitors and as members of the school council. Pupils know about the importance of staying safe and of healthy eating and lifestyles. Pupils are well prepared to make a positive contribution to society and the workplace in later years, based on good academic standards and personal qualities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

There is some good teaching in the school but its quality overall is satisfactory because it is not yet consistently strong. While all teaching has a range of positive features, some does not focus enough on what promotes good learning and misses opportunities to identify when some pupils do not fully understand. As a result, some pupils' confidence as learners is insecure and teachers' planning is not well matched to where some pupils are in their learning. Strengths in all classes are the good relationships between pupils and teachers and the purposeful atmosphere that prevails. Teachers also strike a good balance between teacher talk and time for pupils to learn through individual or small group work. The additional support provided by teaching assistants is effective. The quality of marking is not yet a consistently good feature, as there is not enough emphasis on how pupils could improve their work. Generally good use is made of additional resources and information and communication technology (ICT) in lessons to enhance learning.

## **Curriculum and other activities**

### **Grade: 3**

There is a clear focus on promoting pupils' basic skills in literacy and mathematics through the curriculum, the latter having been strengthened recently. Practical subjects such as physical education, art and design, and technology are particularly popular with pupils. The use of ICT across the curriculum is developing steadily. The quality of the provision in the Foundation Stage is satisfactory overall; as the school recognises, the current outdoor provision does not support enough creative and imaginative activities and this is being addressed. Work to increase the links between different areas of learning is at an early stage. Pupils' personal development and enjoyment are promoted well through the personal and social education curriculum. There is a satisfactory range of out-of-school activities, which are well attended; these include football, netball, tag rugby, art and computer clubs. There is a good range of visits and visitors that play an important part in opening pupils' eyes to the wider world.

## **Care, guidance and support**

### **Grade: 2**

The school is successful in ensuring that pupils feel safe and secure through its good arrangements for pastoral care. Positive relationships mean that pupils are happy to talk with adults about issues and problems, and know they will be listened to. Appropriate procedures are in place to promote health and safety including child protection. Additional support for pupils with learning difficulties and/or disabilities is well managed and effective. More widely, academic guidance is good. Information on how pupils are getting on and what they need to do to improve is regularly shared with pupils and their parents.

## **Leadership and management**

### **Grade: 3**

Pupils, parents and governors hold the headteacher in high regard. Aided by additional local authority support, the leadership provided by the headteacher and the governing body has improved in recent years and now has a number of good features. The school is tracking pupils' progress effectively. Performance management is well established for all staff, and they are positively encouraged to develop their roles. As a result, non-teaching staff are making a significantly greater contribution than previously. The school improvement plan identifies the most important actions to be taken to improve pupils' achievement but it contains too many other priorities. Furthermore, it does not specify its planned outcomes clearly enough. Subject leadership is satisfactory overall, but the findings from the monitoring of pupils' work are not yet shared so they can be acted upon across the school.

The governing body makes an effective contribution. It is well led and strikes a good balance between support and challenge for the school leadership. They are not afraid to take difficult decisions and have good capacity to contribute to the longer term development of the school.

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## Annex A

## 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>
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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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Ravensworth Church of England Primary School, Ravensworth, Richmond, North Yorkshire, DL11 7ET

Thank you for welcoming me to your school and for being so friendly and helpful. It was useful to hear that you like your school. I really enjoyed my visit and want to share with you what I found out. I found that yours was a satisfactory school. That means that there are good things but also some things that need improving.

What I liked most about your school.

- The school cares well for you, based on treating you all as individuals.
- You are happy and feel safe at school.
- Your attendance is good, as is your behaviour in lessons and around the school.
- You particularly enjoy the after-school clubs, trips, visits and practical subjects, especially PE.
- You mature well, so that most of you are ready and looking forward to secondary school, by the end of Year 6.
- Your parents and carers are pleased you come to this school.

What I have asked your school to do now.

- Give attention to making sure that teaching enables all of you to make good progress in lessons.
- Make sure the school focuses on improving your achievement as its number one priority.
- Make sure that information gained from looking at your work is shared with all staff so that they can use it to help you improve.

You are a credit to your school. Keep working hard and making the most of your time in school.