



Ravenshead CofE Primary School

Inspection Report

Unique Reference Number 131814
Local Authority NOTTINGHAMSHIRE
Inspection number 293856
Inspection date 11 October 2006
Reporting inspector Roger Fry

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

Type of school	Primary	School address	Swinton Rise
School category	Voluntary controlled		Nottinghamshire
Age range of pupils	4-11		NG15 9FS
Gender of pupils	Mixed	Telephone number	01623456516
Number on roll (school)	302	Fax number	01623456916
Appropriate authority	The governing body	Chair	Mrs H Atkins
		Headteacher	Mr P Mansfield
Date of previous school inspection	Not previously inspected		

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Introduction

The inspection was carried out by one Additional Inspector over one day.

Description of the school

Ravenshead is a larger than average school which serves Ravenshead and the surrounding area. About 40% of pupils travel to school from outlying towns and villages such as Mansfield, Kirkby, Blidworth and Rainworth. Although there is variation from year to year, many pupils enter Reception with greater knowledge and skills than is typical of young children nationally. Few pupils have learning difficulties, disabilities or a statement of educational need. The proportion of pupils eligible for free school meals is less than in most schools nationally. Virtually all pupils are White British and their first language is English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The overall effectiveness of the school is excellent and pupils achieve outstandingly well by the end of Year 6. The school evaluates its work very successfully and takes positive action as a result. The school focuses on the right priorities for improvement and ways to change things. The school's capacity to improve therefore is excellent. Governors make a strong contribution to the work and development of the school and make effective checks on provision. Pupils' personal development is outstanding. The school's approach to encouraging and challenging them produces mature and positive young people, who therefore make the most of everything the school offers. Pupils have many opportunities to participate in school life, such as in class and school councils. They have made the school a better place for all. Pupils' highly positive attitudes are seen throughout the school, which lead to excellent behaviour and good attendance. Pupils respond to the first rate care and guidance they receive by showing respect for others and a natural concern for those in the wider community. They clearly enjoy school life very much and work extremely well together in lessons, which help them to make rapid progress and realise their potential. Young children make a very good start to school. The very good adult to child ratio and use of the outdoor facilities help children to settle quickly into school routines and make good progress, for example, with their listening skills and capacity to answer questions. Pupils sustain their good progress in Years 1 and 2 and standards continue to rise because of the quality of teaching and pupils' excellent attitudes to work. Pupils receive a really good grounding in basic skills and are ready to accelerate faster in Years 3 to 6, where they achieve exceptionally well. The excellent teaching and learning have led to the very high standards and excellent progress pupils make by the end of Year 6. Teachers consistently demonstrate all round strengths in their professional skills, hence lessons are very productive. Pupils make rapid progress because teachers look very carefully at what pupils have understood within the subjects. The staff keep accurate assessments of pupils' work, which they use to plan future lessons on a daily and weekly basis. Lesson targets are revised as needed for whole class lessons and for the successful 'sets', where pupils of similar abilities are taught in some subjects. Standards are also affected positively because subject leaders are highly effective in their roles. The school has been successful in maintaining very high standards because, for example, the teachers keeps up to date with national changes and adapt provision for the better when necessary. Teachers make very good use of information and communication technology (ICT) so that lessons are exciting. Teachers also make it very clear to pupils what is expected of them by 'modelling' key ideas, such as how to carry out a scientific experiment well. The curriculum is good. The school provides a very wide range of activities in and out of lessons. The school has rightly identified that there is further scope to link work in different subjects together more coherently and for pupils to study themes so that learning has greater meaning for them.

What the school should do to improve further

- Develop the curriculum by planning lessons that link work in different subjects together more coherently, so that learning has greater meaning for pupils.

Achievement and standards

Grade: 1

Pupils of all abilities have made exceptional progress by the time they leave the school. By the end of Reception, many children exceed the nationally expected goals for learning for children of this age. At the end of Key Stage 1 the standards pupils reach are above national averages in reading, writing and mathematics. At the end of Year 6, results of national tests show pupils' attainment is exceptionally high in English, mathematics and science. Last academic year, 60% of pupils reached the higher than expected Level 5 in English and mathematics and 81% in science. Pupils exceeded their high targets and boys and girls achieved equally well. Higher attaining pupils, at times, work successfully at two levels higher than the nationally expected Level 4. Pupils are extremely well prepared for their next schools.

Personal development and well-being

Grade: 1

Pupils enjoy all aspects of school life and so behave extremely well and attend regularly. They have many opportunities to take part in a wide range of activities outside lessons. Pupils' spiritual, moral social and cultural development is excellent. They show a natural respect for all people and know right from wrong. Pupils feel safe in school, and class and school councils give pupils an effective voice. Teachers have good plans to improve the effectiveness of the school council further, by giving pupils more responsibilities and to develop more regular in class discussion sessions. The many charity fund raising activities give pupils opportunities to think about others more deeply. Pupils develop a comprehensive understanding of the importance of adopting a healthy lifestyle in subjects such as science, and have a very strong grasp of how to keep safe. Pupils leave the school with many skills and much knowledge.

Quality of provision

Teaching and learning

Grade: 1

Children are well taught in the Foundation Stage and consequently many exceed all the nationally expected goals for learning by the end of Reception. Expectations of what pupils can do are high throughout and pupils have a thirst for knowledge, which underpins their excellent progress. Pupils' relationships with their peers and adults are highly constructive. Teachers' subject knowledge is striking. Their questioning skills up the pace of lessons, targets for pupils to reach are clear and pupils respond confidently. Marking and other ongoing checks on pupils' progress are systematic and thorough. Pupils make good and often excellent progress in lessons because they are captivating and the match of work to pupils' abilities is accurate. For example, in a history lesson in Years 3 and 4, the teacher had created the inside of a pyramid which pupils explored with her. Each pupil was an archaeologist and several had the chance

to find artefacts in a tray of sand. All were delighted with their discoveries, those watching uttered 'wow' as objects were revealed and from the explanations of what they were, pupils learned a great deal in a most exciting way.

Curriculum and other activities

Grade: 2

The school provides very well for the needs of pupils with learning difficulties or disabilities. Pupils receive well targeted extra help with, for example, learning the sounds of letters. Pupils make rapid progress and virtually all reach nationally expected standards or higher by the end of Year 6. The provision for ICT is much better than at the time of the last inspection. Teachers use it most effectively to spur pupils on, particularly boys. All activities away from lessons play a big part in helping pupils to grow into well rounded young people. The school has identified the need to develop the curriculum further by planning lessons that link work in different subjects together more coherently, so that learning has greater meaning and pupils' enjoyment of learning is even better.

Care, guidance and support

Grade: 1

Staff put considerable effort into meeting pupils' personal and educational needs, which has a highly constructive effect on pupils' progress, enjoyment and well-being. Pupils receive strong encouragement to work hard and achieve high standards. Child protection systems are thorough and potentially vulnerable pupils are monitored carefully. Teachers know individuals' needs very well and there are comprehensive methods for tracking pupils' personal and academic progress. Pupils have individual targets to reach which are relevant and helpful. The targets take full account of where they are at any moment and what they need to learn next. Communications with parents are strong and homework supports learning in school well. Parents confirmed in the questionnaires how successful their children are in school and how very well the staff looks after them.

Leadership and management

Grade: 1

The outstanding leadership and management of the school continue to drive for further improvements yet maintain the very high academic standards already present. The school is constantly improving, reflecting the headteacher's determination to raise the school's aspirations further. There is an atmosphere of rigour and thoroughness. Leaders show strong personal qualities, motivating and supporting others well, and management is highly consistent in applying policy. Staff receive well focused in and out of school training. The headteacher's great strengths are vision and an extremely strong sense of direction. All levels of leadership and management show strong team work. The school self-evaluates rigorously, consistently identifying what needs to improve and which strategies will accomplish this. Governors are deeply involved in

strategic decisions and support staff from a well informed position. They are well aware of the headteachers' success in leading the school and complement his work very well. Parental support for the school is exceptional in both its quality and extent. Value for money is outstanding.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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	1

The quality of provision

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

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Text from letter to pupils explaining the findings of the inspection

12 October 2006 Dear Pupils Ravenshead CofE Primary School, Swinton Rise, Ravenshead, Nottinghamshire, NG15 9FS Thank you for being so helpful and friendly during my recent visit. Special thanks go to the school council (old and new) and to those of you I joined over lunch. There are many outstanding features in your school. Here are some of them - You make excellent progress from Reception to Year 6 in English, mathematics and science. - The standards of work that you reach are very high. - You enjoy school very much because teachers and other adults care for you and help you to learn very effectively. - You work very hard and get on very well with one another. - Your school is led outstandingly well by the headteacher and staff. - You make the most of what the school offers you. Your teachers and I have noticed that there is one main area which the school can improve - Teachers are going to make school life even more interesting by planning lessons that link work in different subjects together better, in themes, so that learning has greater meaning for you. I hope that you will all keep on working hard and doing really well. Best wishes Roger Fry Lead inspector