

# The Revel C of E (Aided) Primary School

## Inspection report

---

Unique Reference Number	130878
Local Authority	Warwickshire
Inspection number	315642
Inspection dates	5–6 May 2009
Reporting inspector	John Horwood

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

---

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	347
Appropriate authority	The governing body
Chair	Mr Charlie Hull
Headteacher	Mrs Jill Tomlinson
Date of previous school inspection	28–30 June 2008
Date of previous childcare inspection	11 June 2008
School address	Brockhurst Lane Rugby Warwickshire CV23 0RA
Telephone number	01788 832264
Fax number	01788 833526
Email address	admin3593@we-learn.com

---

Age group	4–11
Inspection date(s)	5–6 May 2009
Inspection number	3156421

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

This pilot inspection was carried out by two additional inspectors. The inspectors visited 17 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at pupils' work books, progress records, school policies, records of meetings, analysis of data and the parent questionnaires responses from parent/carers of 87 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Standards of attainment and achievement throughout the school
- Any variations between the progress made by any groups of pupils
- Improvements which have resulted from actions by the current leadership team
- How well community cohesion is planned, promoted and evaluated
- The effectiveness of the Early Years Foundation Stage.

## Information about the school

The Revel is a Church of England aided school which admits up to 40 pupils each year into two Reception classes which form the Early Years Foundation Stage. The school is on two sites and is reorganising so that the Brinklow site is exclusively for the Early Years Foundation Stage provision. The headteacher has been in post since the beginning of the autumn term in 2008 and the entire leadership team have been in post for less than two years. The school is situated in a small village and the majority of pupils travel by bus from the surrounding area. The vast majority of pupils are from White British backgrounds. The number of pupils with learning difficulties is below average. The governing body also manage a before and after school club called Revellers Kids Club.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

2

## Main findings

This is a satisfactory school which is improving under good leadership. The leadership team have a clear and united vision on raising standards and maximising the opportunities for all pupils. This is reflected through their clear and accurate evaluation of where the school is at present and what needs to be done. When the headteacher arrived, she immediately carried out a detailed review of provision and outcomes. She was well supported in this by governors and the diocese. Under her leadership, the senior management team have worked effectively to introduce many changes. These include, for example, the introduction of a computer-based system to monitor progress, a revised marking system, carrying out a review of community cohesion requirements and incorporating actions in the school development plan. Teachers and governors are all fully involved and given full information to carry out their duties. Although the actions have not yet been fully reflected in pupils' progress, there are sufficient outcomes to demonstrate the school's good capacity for further improvement.

Children make good progress in the Reception classes but progress is variable in the rest of the school because the impact of teaching on learning is not consistent. Pupils achieve satisfactorily in lessons and across different subjects. This is because assessment data is not used sufficiently in all of the teachers' planning. Nevertheless, pupils attain high standards by the time they leave school. All groups of pupils, such as boys and girls of different ability groups, make similar progress throughout the school. The curriculum is good and links between subjects are well developed. A small minority of parents are concerned about the limited information they receive about their child's progress and about how they can help their child improve. This was discussed with the leadership team who agreed that more could be done.

Children in the Early Years Foundation Stage are well taught and develop confidence and abilities in well-resourced environments. All aspects of the current provision are good but the arrangements sometimes restrict how much children can move from one activity to another when they choose to do so.

Behaviour is good throughout the school, and the care and support provided for pupils are strong. The Revellers Kids Club, the before and after school club managed by the governing body, provides satisfactory care for pupils who attend.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit before their next section 5 inspection.

## What does the school need to do to improve further?

- ensure pupils make at least good progress in all lessons by improving the use of assessment information to plan activities
- improve the partnership with parents by increasing the information they receive about their children's progress and about how they can help their children at home
- improve opportunities for children to move freely between activities by implementing the proposed reorganisation plan or reviewing the current curriculum arrangements.

## Outcomes for individuals and groups of pupils

3
---

Pupils achieve satisfactorily in the classroom and enjoy their learning across all subjects. The vast majority, especially the older pupils, have good attitudes to learning. It was clear during lessons that all the pupils receive the support they need and that this explains why pupils' progress shown in their books is similar for all groups. Inspectors identified that this is also helped by the appropriate grouping of the older pupils with similar abilities during the teaching of literacy and numeracy. Pupils with learning difficulties are supported well by teaching assistants and make the same progress as other pupils. The current good quality assessment system and the improved marking system show that there is some good progress by pupils, but these systems are not yet used consistently across the school and progress varies as a result.

Pupils behave well in and out of lessons. They feel safe and say that incidences of bullying are rare but, if they occur, are dealt with quickly and well. Pupils have a good understanding of what is a healthy lifestyle and what they should eat. They make sensible choices of food and drink water during the day as they need it. School meals are nutritious and varied and pupils are encouraged to eat all of their lunch. A significant number of pupils join in clubs and activities which include a 'wake and shake' club in the morning and a wide range of physical activities during the week. Pupils are proud of their school council which has been developed to give them increased responsibility, including raising their own funds and choosing what to use the money for. In the wider community, they work hard to raise money for charitable causes confirming their good social and moral understanding. Their sense of their own culture is good, but their understanding of life in a multicultural society is less well developed. The high standards pupils reach in English, mathematics, science and information and communication technology ensure they are well prepared for the transition to the next stage of their education.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3
How well do pupils achieve and enjoy their learning?	3
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance <sup>1</sup>	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

## How effective is the provision?

Joint observations carried out with senior leaders show that teaching is typically satisfactory and that they accurately judge the quality of provision. There are good features within the teaching, such as subject knowledge, effective questioning strategies and the use of short timescales to stimulate the pace of learning. Teachers have varying skills when using assessment information to help plan their lessons because these systems are still relatively new to them. This means that the work set usually only provides sufficient challenge for learners to make satisfactory progress. Marking of pupils' work has been identified as an area for development and new procedures have been introduced to ensure pupils are given good guidance. Where this is used, it is good but there has been insufficient time for it to become fully established and effective in all classes. Teaching assistants provide good support and are used effectively in most classes.

Target setting is used throughout the school but the quality is inconsistent across classes. The new assessment system is used well by the senior management team to check that pupils are not falling behind, and to put in place effective strategies if necessary.

The curriculum provides pupils with a good grounding in the subjects studied. It is planned successfully to ensure that skills and knowledge can be built systematically and to make good use of the school environment. The curriculum is enriched well by visits to the local area as well as residential visits which give pupils a wide range of experiences. Pupils who require personalised programmes are well catered for, with modified work and good support from external agencies. To increase the benefit pupils gain from the good curriculum, the senior leadership team have modified the

---

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

structure of the school day effectively, which ensures there is ample time for learning across all subjects.

Good arrangements are in place to guide and support pupils in their personal development and their learning. Appropriate support is given to all pupils who need help, including those with learning difficulties. Good procedures are in place to encourage improved behaviour and attendance. Pupils are given good information about their move to the secondary school

*These are the grades for the quality of provision*

The quality of teaching	3
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

## How effective are leadership and management?

Senior leaders monitor and evaluate the work of the school effectively. The headteacher is a determined and capable leader who has an accurate view of provision across the school. She has earned the trust and support of the entire staff through ensuring they are supported and feel valued. Senior leaders carry out regular scrutiny of pupils' work and the outcomes are shared with staff. This has resulted, for example, in a revised marking policy being introduced. The leadership team are working with enthusiasm and determination to achieve their shared vision of raising standards.

The school's work to promote equal opportunities is evident through the observations and data showing that all groups make similar progress, and through leaders' work to improve achievement. The leadership team has been determined in its vision of raising standards and members recognised that they could not do this without a reliable assessment system. This is now in place and earmarked for further improvement because its use is inconsistent at present.

Governors provide good support and challenge. They are well led and show a clear commitment to ensuring that standards rise. They have an effective committee structure and a wide range of skills to carry out their duties. They are actively involved with promoting community cohesion and developing better partnerships with parents and the community. Governors are well informed through effective headteacher's reports and are enabled to carry out all their duties. The school's relationship with parents is satisfactory.

Safeguarding procedures are all in place. The school staff have made appropriate checks on all adults who work within the school and ensure new staff have the appropriate clearance. The headteacher instigated a complete health and safety check, through the local authority, when she joined the school and this confirmed that the security met requirements and provided support for improvements in safety. Risk assessments are carried out for all activities.

The Revellers Kids Club which provides out-of-school care was judged to be inadequate at the last inspection but the new headteacher has taken the required actions and it now meets requirements.

*These are the grades for leadership and management*

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

## Early Years Foundation Stage

Effective provision in the Early Years Foundation Stage results in good learning and progress. Children are keen to do well, for example by improving their writing and by exploring the environment. Teaching is good, with assessment information used well to ensure activities match the children's needs. Adults support learning well while setting the children good role models. The curriculum is good and although the two Reception classes are several miles apart, the teachers carry out joint planning. Learning is made to be interesting through interactive sessions and active participation by children such as handling materials being discussed. Although the buildings are old, they are decorated well to give a bright and encouraging environment which is well resourced. The current classroom arrangements restrict the opportunities children have for movement between activities but the use of the indoor and outdoor areas is well matched at both sites. The proposed move of all Reception children to the Brinklow site will increase the opportunities they have to choose their own activities and move between them.

Behaviour is very good. All groups of children play and learn well together in a safe and caring environment. Staff know the children well and are aware of any specific needs. Numbers of adults on the site are sufficient to ensure safety, and good relationships with the community supplement this. The leadership and management of the provision at the two sites are good, ensuring that all children have similar experiences.



Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

## Views of parents and carers

Almost all the completed parental questionnaire were positive. Many parents made specific comments about the improvements made to the school since the headteacher arrived in September 2008. A typical comment written by a parent was 'We think that staff morale, leadership, communication and community involvement have improved significantly since September 2008.' A small minority felt information about progress and about how to help their child with his/her work could be improved. Inspectors noted that improvements in communications are being made, for example through the school website, and the school staff are reviewing communications following their own parental questionnaire earlier in the year.

Ofsted invited all the registered parents and carers of pupils registered at The Revel C of E (Aided) Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 62 completed questionnaires representing 87 pupils. In total, there are 275 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	49	28	9	1

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

- Attainment:** the standard of the pupils' work shown by test and examination results and in lessons.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



7 May 2009

Dear Pupils

Inspection of The Revel C of E Aided Primary School, Rugby CV23 0RA

Thank you for welcoming us to your school. We enjoyed talking to you, looking at your work and seeing how your school is helping you learn. We were impressed by how well you behave in lessons and how polite you are to visitors.

Your school is providing you with a satisfactory education. These are some of the strengths of your school:

- you reach high standards as a result of your time in school and are well prepared for the next stage of your education
- you enjoy being at school and find your lessons are fun
- you behave well and develop good personal skills
- the staff care about you and look after you well
- there is a good range of clubs, after-school activities and visits
- your headteacher and staff are working hard to improve your learning further.

In order to improve the school further, we have asked the headteacher, staff and governors to do the following:

- help you make good progress in lessons by teachers making consistent use of assessment data in their planning.
- improve the information your parents are given about your progress and how they can help you at home.
- increase the opportunities children in Reception have to choose their own activities and move between them.

You can help the school by continuing to work hard. We wish you all the best for the future.

Yours sincerely  
John Horwood  
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).