

# Ravenscroft Primary School

## Inspection report

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<b>Unique Reference Number</b>	102739
<b>Local Authority</b>	Newham
<b>Inspection number</b>	323682
<b>Inspection date</b>	5 November 2008
<b>Reporting inspector</b>	Robert Lovett HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	434
Government funded early education provision for children aged 3 to the end of the EYFS	136
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Smith
<b>Headteacher</b>	Miss Ruth Pigney
<b>Date of previous school inspection</b>	19 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Carson Road London E16 4BD
<b>Telephone number</b>	020 7476 2454
<b>Fax number</b>	020 7476 2454

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector. Inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- How high are standards across the school and how much progress do pupils make?
- How do pupils contribute to the life of the school and develop their independence?
- How widely are the school's priorities and vision shared?
- The use of information and communication technology (ICT) across the curriculum.

They gathered evidence by analysing assessment data, scrutinising documentation, looking at pupils' work, observing lessons, through discussions with pupils and staff and analysing the responses to the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

## Description of the school

Ravenscroft is larger than most primary schools. It serves a local community which is culturally diverse, with about 25 home languages spoken by pupils. The proportion of pupils from minority ethnic groups is well above the national average, as is the proportion of pupils who speak a first language other than English. A high proportion of pupils are eligible for free school meals. Many pupils join or leave the school at different times through the year. The Early Years Foundation Stage (EYFS) provision includes a Nursery where children attend on a part-time basis.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where pupils from a wide range of backgrounds learn and play together harmoniously. Pupils achieve well and reach average standards. Given the low starting points of many, this represents good progress. The school is particularly successful in helping pupils who have little or no English when they join, whether it is in the Nursery or one of the older classes. Improving standards in English for all pupils has been both a high priority and a major achievement.

While pupils make good progress in Key Stage 1, standards reached by the end of Year 2 are below average. Pupils continue to make good progress in Key Stage 2 and standards are rising. By the time pupils leave the school at the end of Year 6, standards in mathematics and science are average while standards in English are above average. This represents good progress overall and outstanding progress in English.

The reasons that pupils make good progress through the school include the consistently good teaching and learning, and the good curriculum. Teaching is well planned to match the needs of all pupils. The effective use of assessment information in planning and teaching results in good levels of challenge for all pupils. Pupils know and understand their targets, which are regularly reviewed. Pupils' work is marked regularly and frequently. Some marking is exemplary. It is tightly focused on what pupils need to do to improve and refers back to earlier comments, so that pupils know whether or not they are making progress. However, this good practice is not consistent across all classes. Teachers and pupils make very good use of interactive whiteboards to make lessons more interesting and enjoyable. In most lessons there is a real sense of the fun of learning. Teaching provides plenty of opportunities for pupils to develop their independence but also to learn together in small groups and pairs. This helps develop the communication and collaborative working skills which are so highly valued in the world of work.

The school's widely shared vision of meeting the learning needs of individuals ensures the curriculum is carefully adapted to reflect the school's diverse population. There has been a successful focus on planning for the integration of ICT skills across the curriculum and, as a result, pupils are able to use their ICT skills in a range of contexts and subjects, such as when using data-handling programs in mathematics. Pupils benefit from a range of visits to local museums and places of worship and to a specialist outdoor residential centre.

Pupils' personal development is outstanding and relationships within the school are very strong. Pupils are friendly, polite and helpful and treat adults and each other with care and respect. Understanding and appreciation of other cultures is promoted very effectively. As one parent wrote, 'I have truly appreciated how the school encourages and fosters respect of differences in our society.' Other examples of the school's good contribution to community cohesion include its work with adults who are learning English, the celebration of religious and cultural diversity and the support it provides for pupils and parents who are new to English.

While some pupils feel that behaviour could be improved further, this is a reflection of their high expectations because behaviour is excellent! Pupils have a very good understanding of how to lead healthy lives and are clear about the importance of regular exercise and a good diet. They say they appreciate the good range of healthy eating options available to them at lunchtime and many say how much they enjoy the school dinners and the good start to the day Breakfast Club provides. Pupils enjoy their lessons hugely and, as a result of the good support they receive, they grow in confidence and have very positive attitudes to learning. Despite this

and the robust action taken by the school, attendance is below average. Pupils have the opportunity to contribute to the work of the school through their suggestions in class forums (circle time). However, many say they are unsure about what happens to suggestions they make in circle time and would welcome more information on what action is taken on them. Older pupils also contribute to the school community as members of the Leadership Club, who are trained to lead playground games, and as 'buddies' for younger pupils.

All staff provide good quality care and support for learners. This is part of the reason pupils enjoy their time in school and relationships are so positive. Systems for tracking the progress of individual pupils are very good. This information is used effectively to provide well-targeted support for individuals and groups of pupils. The support provided for children in the EYFS is satisfactory, although relationships with parents could be stronger.

The headteacher provides effective and committed leadership. She is well supported in this by the newly appointed deputy headteacher and the standards leadership team. Together they have overseen a number of important improvements since the last inspection. There has been a clear focus on raising standards in English and, as a result, standards in reading and writing across the school have risen. The quality of teaching and learning is monitored frequently and rigorously with some innovative and effective ways of tracking the impact of teaching. For example, in ICT the work of small groups of pupils from across a range of classes is used to benchmark wider progress in developing skills and knowledge. There is a good cycle of self-evaluation, observation and sharing good practice. The standards leadership team has recently reviewed and revised its role and this has resulted in more effective monitoring of the work of the school. Almost all parents and carers say their children are making good progress and enjoy school, although a few think that communication between home and school could be improved. The school's self-evaluation is accurate and results in a range of useful action plans, but these do not always link specific strategies sufficiently closely to measurable outcomes, such as raising standards. Governors visit the school frequently, but these visits are mostly informal and lack clear purpose. As a result, the governing body is not sufficiently involved in monitoring the work of the school and holding it to account.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children get a good start to their education in the EYFS. Many enter with skills that are well below those expected for their age, and so they leave with skills that are below or in line with expectations. They make good progress during their time in the EYFS, particularly in their early literacy skills where their starting point is very low. Provision for children's learning and development is good, especially in Nursery, where adults give the children plenty of opportunities to explore a wide range of exciting activities and develop new skills and understanding. There is a strong focus in the EYFS on promoting children's speaking and listening skills, particularly through song and verse. An excellent example of this was seen in Nursery, where the teacher and the children enacted the story of 'Walking through the Jungle', discovering the different animals as they went. Teaching throughout the EYFS is lively and energetic, but the curriculum in the Reception class is sometimes too directed by teachers and does not give the children enough opportunities to choose their activities. Insufficient use is made of the outdoor learning area for the Reception children, and this limits their chances for physical development.

Provision for children's welfare is good. Staff are caring and supportive, giving children a safe and secure environment where they can thrive. As a result, children are happy and settled and their personal development is good. Most are confident and ready to learn, and able to follow

daily routines well. They are learning to share and take turns, and enjoy opportunities to be independent and make choices in their learning. Opportunities for parents to liaise with staff on a daily basis are limited, especially in Reception, which means that staff do not always have the full picture regarding children's well-being. The EYFS is well led and managed. Good systems for assessing and tracking children have been established, so that their progress can be clearly monitored. The EYFS leader provides a very strong model of good practice.

### **What the school should do to improve further**

- Link action planning more closely to measurable outcomes.
- Improve the consistency of provision and practice between the Nursery and Reception Class.
- Improve the role of governors in monitoring the work of the school.

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## Annex A

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	3
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 learners' needs?</b>	2
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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

18 November 2008

Dear Pupils

Inspection of Ravenscroft Primary School, London, E16 4BD

Thank you for making my colleagues and me so welcome when we visited your school recently. We really enjoyed meeting some of you and talking to you about the school. You and your parents and carers told us you think it's a good school and we agree with you. You also told us how much you enjoy learning and we saw for ourselves how good the teaching is and how much fun learning can be! We think you are polite, kind, friendly and considerate. You get on well with each other and with the adults who work in the school. Some of you think that behaviour could be better, but we think that's because you are all so keen to help the school improve further. We think that behaviour is excellent. We were also very impressed by your understanding of how to keep fit and healthy and we were pleased to hear so many of you praise the school dinners.

Because teaching is good, standards are rising and you make particularly good progress in English. It was encouraging to see the interactive whiteboards being used so well to make lessons more interesting and enjoyable. Of course, these things don't just happen. The headteacher and others who work in the school are doing a good job of ensuring the school continues to improve and that standards continue to rise. To help the school improve further, we are making a few suggestions.

- We have asked the school to be clearer about how it will measure the effect of some of the different things it plans to do, particularly on the standards you achieve.
- We would like to see the Nursery and Reception class work more closely together.
- We are asking the governors to work more closely with the school to help it continue to improve.

You can also help by making sure you attend school regularly and on time.

I hope you have a very enjoyable end to the term.

Yours sincerely

Robert Lovett

Her Majesty's Inspector