

East Ravendale Church of England Primary School

Inspection report

Unique Reference Number	118009
Local Authority	North East Lincolnshire
Inspection number	326737
Inspection date	31 March 2009
Reporting inspector	Amraz Ali 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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	114
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Clive Williams
Headteacher	Mrs Allison Majer
Date of previous school inspection	19 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	East Ravendale Grimsby DN37 0RX
Telephone number	01472 825999
Fax number	01472 825264

Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

The inspectors evaluated the overall effectiveness of the school, the effectiveness of the Early Years Foundation Stage and investigated the following issues: how the decline in standards at Key Stage 1 had been tackled to improve rates of progress, the effectiveness of the quality of the teaching and learning in securing progress for all pupils, the extent of improvements in information and communication technology and the effectiveness of leadership and management along with the school's capacity to improve further. Evidence was collected from the school's self-evaluation, lesson observations, scrutiny of pupils' work, assessment data, school documents and parents' questionnaires. In addition, there were discussions with the headteacher, governors, staff, pupils and parents.

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

This small primary school is located in the rural village of East Ravendale, south of Grimsby, although many pupils travel from outside the immediate locality. This is an area of above average socio-economic standing. Every child speaks English as a first language and almost all are of White British heritage. The proportion of pupils who are eligible for free school meals is below the national average. The proportion of pupils who have a learning difficulty and/or disability is similar to the national average. Early Years Foundation Stage provision is made for children who start in the Reception class at the beginning of the academic year in which they become aged five. The after-school club, managed by the governing body, provides care on four evenings each week. Since the previous inspection, there have been three changes of headteacher, including an acting headteacher and the current headteacher, who took up post in January 2009. There have also been significant changes to the teaching staff and the school building has been completely re-furbished, necessitating pupils being educated in temporary buildings for almost a year. The school holds the National Healthy Schools Award and the Activemark for its work in physical education.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

East Ravensdale Primary School provides a satisfactory and improving quality of education for its pupils. As a result of high levels of pastoral care and concern for pupils' welfare, the personal development and well-being of pupils is good. Pupils also benefit from strong partnerships with the local community and other local schools. Parents are supportive and positive about the school and largely understand the recent difficulties with which the school has been dealing.

Major changes in staffing and leadership following the previous inspection have been the main reason why the school has not been as successful as it wanted to be in improving provision and progress in all subjects. These staffing difficulties have also been a contributory cause of the variability in pupils' progress and the quality of teaching and learning. The recently appointed headteacher is successfully uniting the whole staff in a shared desire to improve provision and outcomes for pupils, ensuring that the school is now 'back on track' and making improvements. As a result, the quality of teaching is improving and the school has a satisfactory capacity to improve further. A particular success has been in improving provision and standards in information and communication technology (ICT), although the school recognises that there is further work to be done to ensure that the full range of skills are taught effectively.

Following their good start in the Reception class, pupils begin Year 1 with skills that are above average and when they leave in Year 6 standards are typically above average. This represents satisfactory achievement overall. However, between Year 1 and Year 6, progress and standards vary from year-to-year and across subjects. Standards at the end of Year 2 are typically average, but declined to below average in 2008 and were particularly low for boys in writing. The school accurately identified that for this group of pupils, progress was less than it should have been. Action has been taken and now, as Year 3 pupils, their progress is beginning to accelerate. At Year 6, standards are above average, with girls doing better than boys in writing, but boys doing better in mathematics. Inspection evidence shows that across the school most pupils, including those in Key Stage 1 and those with learning difficulties and/or disabilities are now making at least satisfactory and sometimes good progress, but this is inconsistent. Progress in writing, particularly for some boys, is inconsistent and sometimes slows.

The unevenness in progress is linked to variability in the quality of teaching, which is satisfactory overall, with some that is good. All teachers establish good relationships with pupils and ICT is used well to motivate and interest pupils. Planned activities generally meet the needs of most pupils but on some occasions activities are not tailored well enough to engage and challenge all levels of ability, particularly for some more able pupils. When this occurs, the pace of learning slows and some pupils lose interest. On a small number of occasions pupils spend too much time listening to their teachers and not enough time engaged in interesting and practical activities. Pupils state that they would like more practical activities. Teachers' marking of pupils work is conscientious and encouraging, but does not yet consistently provide all pupils with guidance on how to improve their work.

Pupils like their school and see it as a place where they 'look forward to what you are going to learn' and where they have 'lots of friends from different places'. This is reflected in their above average attendance rate. Pupils' spiritual, moral, social and cultural development is good. However, pupils acknowledge a desire to know more about the backgrounds of children who have different faiths and cultures. They enjoy opportunities to take responsibility, such as becoming school councillors and monitors. Pupils have a good understanding of the benefits

of leading a healthy lifestyle, enjoy an active interest in sport and appreciate the wide range of extra-curricular sports activities they can take part in. Pupils know how to keep themselves safe in school and the wider community through their awareness of internet safety and the recognition of how to look after themselves when out of school. Pupils' good preparation for life is shown by their confidence in taking part in school sports festivals, their enjoyment of residential visits and willingness to organise fundraising activities. Along with their good skills in English and mathematics, this prepares them well for the next stage in their education.

The very caring and nurturing ethos ensures that pupils enjoy coming to school and value the opportunities that are offered to them. Arrangements for safeguarding pupils are in place. Most pupils say that they feel safe, that they understand the school rules and, if any problems arise, they are confident that they will be sorted out by the staff.

Overall leadership and management, including governance, are satisfactory. Governors are committed to doing their best and have high ambitions for the school and its pupils. In partnership with the local authority, they have steered the school through a difficult period and are optimistic for the future, while recognising that there remains further work to be done. They recognise that there is scope for them to further develop their role in challenging the work of the school. The school's contribution to developing community cohesion is satisfactory; governors and staff know the local community well, but the strategy for developing pupils' knowledge of the diverse nature of Britain and of places further-a-field is at an early stage of development. Improvement to the school's system for tracking pupils' progress is helping the staff to set targets for pupils; however, this is inconsistent across the school and does not track the progress of all pupils in a comprehensive way. Assessment information is not yet used in a consistent way to ensure that all lessons provide challenge for all levels of ability. There are some good features, for example, providing pupils with individual targets but this is not the case across the school and, as a consequence, not all pupils know what they need to do to improve their work. The school's self-evaluation is accurate and honest and is helping to identify areas which need to be improved and developed. Subject leadership has recently been restructured into broader areas, and is at an early stage of development. Consequently, actions by subject leaders to judge and raise standards across the school are not yet fully in place.

After-school provision is managed well, is valued by parents and is often over-subscribed. These sessions were observed and pupils stated that they enjoyed the activities and appeared happy and well cared for.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Early Years Foundation Stage with skills and knowledge that are wide and varied, but overall are typical for their age. Children, including those with learning difficulties and/or disabilities make good progress and reach above average standards by the end of their Reception Year with almost all reaching the Early Learning Goals that are expected for their age and many exceeding them. Teaching is good overall as is the quality of care. The strong focus on child-led activities and on developing skills in sounds and letters ensures that all pupils are happy and enjoy their learning. Staff effectively assess and monitor children's progress and use this information to extend children's learning into areas which are exciting and stimulating. For example, following the emphasis on giving flowers for Mothering Sunday, children learnt about flowers changing colour when placed in different coloured water and went on to plant bulbs to ensure fresh daffodils for next year. Partnerships with parents are good and result from home visits at the start of the children's education. Children's behaviour is good; they

play well together and happily, learning to share or take turns. The progress in their personal, social and emotional development is particularly good. While work is planned well to ensure good progress for the whole group of learners, it does not always identify specific challenges for children with different levels of ability, particularly the most able. Leadership and management of the Early Years Foundation Stage is good and is well supported by strong teamwork.

What the school should do to improve further

- Improve standards and rates of progress across the school, particularly for boys in writing.
- Improve the quality of teaching and learning so that more is consistently good or better, particularly in relation to the level of challenge provided for pupils of all abilities.
- Develop the practice of collecting and using assessment data to better inform teaching and ensuring that pupils know the next steps in their learning.
- Develop the skills of all subject leaders so that they are more effective at judging standards and influencing the practice of their colleagues across the school.

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

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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?	3
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	3

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?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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	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**

2 April 2009

Dear Pupils

Inspection of East Ravendale CofE Primary School, North East Lincolnshire, DN37 0RX

Thank you all so much for welcoming us to your school when we visited recently to find out how well you were doing. We enjoyed speaking to many of you and seeing you in lessons and playing so sensibly outside. You told us that you like coming to school and we could see why you enjoy the many activities that are on offer, and all of the space outside.

We judged your school to be providing you with a satisfactory education. This means that some things are going well and there are some things that could be even better for you. The youngest pupils at your school get off to a great start in the Reception class. The headteacher and all of the staff help you to make satisfactory progress in your work. You are very enthusiastic about your work and keen to do your best. All of the adults help you to become sensible and responsible young people. We were particularly impressed by how polite and helpful you were.

All of the staff and governors are determined that you will get the very best education possible. I have identified some ways to make things better for you. This includes improving the progress of pupils across the school, particularly for boys in writing. I would like more of your teaching to be good. I have also said that teachers should improve the way that assessment information is used to check on your progress and ensure that your lessons are matched to your abilities. I have also asked the school to make sure that teachers with special responsibilities for different subjects know what they need to do to improve things so that you can get even better results in your work.

You have your part to play as well, especially by continuing to work very hard and behaving well, which I know you can do.

Yours sincerely

Amraz Ali

Her Majesty's Inspector