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Mrs. M. Cameron  
Ravensbourne School  
Neave Crescent  
Faringdon Avenue  
Harold Hill  
Romford  
Essex RM3 8HN

Dear Mrs. Cameron,

Ofsted survey inspection programme – Moving through the system

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 21 January 2009 to look at work on developing the future economic well-being of pupils in your school. We also looked at how well arrangements are made to prepare pupils for leaving school.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included:

- Meetings with yourself and staff
- Meeting with your Connexions personal adviser and staff from the local authority support teams
- Observation of part of five lessons including your withdrawal and excluded pupil sessions
- Tour of the school and visits to different classes
- Meetings with seven parents and carers
- Review of documentation, handbooks and policies.

Overall, your work in developing the future economic well-being of pupils in your school is good with some outstanding features. Taking into account the complex learning difficulties and disabilities plus the additional complex medical and behavioural needs, most pupils are developing a good level of self-confidence which is demonstrated by the involvement and progress they show in the classroom and other activities. Through their work experience activities and other contact with external adults, older pupils also have the opportunity to experience the world outside school and the opportunities for their post-school options. You work well with families to support them and prepare them for the future.



INVESTOR IN PEOPLE

### Features of good practice:

- The flexible school curriculum takes account of the very diverse and complex needs of the pupils. The three-year rolling programme of modules of work in the further education unit is followed by all the pupils with individual units selected for the less able. Half of the modules are certificated, either by the school or by external accreditation. The units cover the key areas of economic well-being and include work experience activities. Pupils are allocated roles and responsibilities within their class and the school and have the opportunity for a placement at a work preparation unit one day a week, if appropriate.
- Pupils achieve very well against their individual targets. Progress is not only measured against the curriculum subjects but also against their personal development and behaviour. Pupils in the further education unit make very good progress through the further education modules. Most pupils who transfer into the further education unit from schools for pupils with moderate learning difficulties, quickly make good progress in the areas of behaviour, self-confidence and social skills. These new pupils are not yet ready to go to college but after three years in the further education unit, the majority progress into a further education college.
- The complex needs of pupils means that they will always be dependant on others. The school works very closely with the specialist Connexions personal adviser, other agencies and parents to identify the most appropriate progression route from the school. Some pupils go to college but many transfer to day services with social care or day service providers. Opportunities within the borough for the less able pupils are limited. Out of six leavers from the further education unit in July 2008, three progressed onto a college course.
- The school recognises the importance of the home environment on the progress pupils make in school. It works very closely with parents and carers. The home-school books ensure a regular two-way communication between the home and school. Teachers record progress, activities and events that have happened at school that day and parents record the same at home. Parents greatly value these books. The school organises training for parents, especially in early years. The school also manages 'team around the child' meetings where all the services involved with an individual child meet to discuss their role in working with the child. This offers additional support to the parents. These meetings are held for all pupils who may be disadvantaged. Parental involvement is encouraged and there is a dedicated team of parents and volunteers.
- The leadership and management of the school are outstanding with a clear vision and plan despite having to work within limited resources. Staff share a common sense of purpose. Teaching activities are creative and stimulating. Meticulous planning takes place for each individual with detailed records kept of individual progress during lessons. Comprehensive tracking systems ensure pupils' progress is monitored closely and account is taken of external factors that affect behaviour and the ability to concentrate in school. Excellent links with external agencies widen the pupils' experiences.

Areas for improvement:

- Review the opportunities for planned transition programmes into college courses and other post-school provision, where appropriate.
- Revisit the contract the school has with parents.
- Work with the local authority to speed up the appointment of a speech therapist.

I hope these observations are useful as you continue to develop economic well-being in the school.

As I explained, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

**Jan LLoyd**

Jan LLoyd  
Her Majesty's Inspector

