

# Ravenfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	106873
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	336758
<b>Inspection dates</b>	15–16 June 2010
<b>Reporting inspector</b>	Joan McKenna

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Adrian King
<b>Headteacher</b>	Mrs Linda Davis
<b>Date of previous school inspection</b>	10 July 2007
<b>School address</b>	Moor Lane North Ravenfield Rotherham S65 4LZ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 15 lessons or shorter parts of lessons taught by eight teachers. Pupils' work was looked at. Inspectors held meetings with governors, staff, parents and a group of pupils. They observed the school's work, and looked at documentation including data about pupils' progress, records of monitoring, policies, action plans, the 56 questionnaires returned by parents and those completed by staff and pupils.

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

- the achievement of all groups of pupils, including higher attainers, especially in writing
- whether any aspects of the school's work are outstanding, as the school suggests
- whether leaders at all levels are playing an effective part in improving the school.

## Information about the school

The school is a smaller-than-average-sized primary school and almost all of its pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is below average. The school has gained the Basic Skills Quality Mark, the Healthy Schools Award, an Excellence in Enterprise Award and an Early Years Quality in Action Award. A new deputy headteacher has joined the school since the last inspection. A private, separately-managed, provider of childcare shares the school's Early Years Foundation Stage facilities. This was not inspected.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Ravenfield school's effectiveness is satisfactory. It is strongest in pastoral areas. Pupils are all valued as individuals and they receive good quality care, guidance and support. Positive relationships with staff help pupils to feel safe, secure and happy in school. Those with additional needs receive extra attention, enhanced by the involvement of external agencies where required, to ensure they are able to participate in and benefit from all school activities. Pupils are very friendly with each other and with adults, behave well, and are sensible and responsible. They are keen to learn. A wide range of visits out of school and visitors coming into school widens the range of opportunities and experiences available to pupils and increases their interest and engagement. Attendance is above average.

Academic aspects of the school are satisfactory. Children enter the Foundation Stage 2 class with skills and knowledge in line with expectations. They reach broadly average standards by the end of Year 6. Standards are lower in writing than in other areas, although recent action to tackle this is beginning to have some positive impact. They make satisfactory progress overall across the school, albeit with some variation across year groups. The quality of teaching is satisfactory but varies in quality and impact across the school. There are some positive features to teaching but, in general, work is not closely enough matched to pupils' different levels of ability and this slows the pace of learning. Pupils' attainment is checked regularly, along with the identification of any pupils who are not on course to meet targets and some follow-up action takes place to help keep them on track. However, aspects of this work lack precision, such as the extent of detail in some of the analysis taking place, and assessment information is not used as fully as it should be to maximise pupils' progress.

Leaders care about pupils and ensure that the school is a pleasant place for them to be. A considerable range of monitoring activities takes place and steps are taken to improve the school, as a result. There has been more success in pastoral areas than academic. This is in part because some of the evaluation is not rigorous enough. This has resulted in the school's view of its effectiveness not being accurate in some areas, and so action taken to bring about improvement is not always targeted precisely enough.

Nevertheless, the school does know the key areas that require improvement and work being undertaken is having some positive impact. Staffing changes have resulted in a reorganisation of leadership responsibilities within the school, aimed at increasing effectiveness. All in all, the school is demonstrating satisfactory capacity to improve further.

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

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- Raise the standards pupils reach, especially in writing, and improve their achievement by:
  - – ensuring that information about their progress is rigorously analysed to gain a full understanding of how well individuals and groups are doing across the school
  - – ensuring that the information gained is comprehensively acted upon by all members of staff to tackle areas of underperformance and to increase pupils' rate of progress.
- Ensure that all pupils learn equally effectively across the school by:
  - – taking steps to improve the quality and consistency of teaching
  - – ensuring that teachers match work more closely to the full range of pupils' abilities and needs.
- Increase the rate at which the school is improving by:
  - – ensuring that leaders at all levels analyse the full range of evidence available to accurately understand the school's effectiveness and the reasons for it
  - – taking precisely-targeted action to tackle the weaknesses identified and to evaluate its impact.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils want to do well, and so they try hard in lessons to do what teachers ask them to do. They apply themselves to their work, concentrate well and show pleasure when they get answers right. They particularly like the opportunities to get actively involved through practical tasks or by working in groups, and they show good cooperative skills and increased enjoyment when doing so. Although pupils learn well on these occasions, their learning is satisfactory overall. The main reason for this is that work is often not closely matched to the full range of abilities within a class, and can lack challenge for higher attainers who then mark time, or be too complex for lower attainers who then struggle to keep up. All groups of pupils, including those with special educational needs and/or disabilities progress at similar rates throughout the school and their achievement is satisfactory overall. Standards at the end of all key stages are broadly average.

Pupils' personal development is good. Their positive relationships and attitudes make a significant contribution to their learning and enjoyment. Pupils make a helpful contribution to the school through, for example, acting as school councillors and playground buddies; younger pupils interact with older ones in a confident and relaxed manner. Pupils have a good understanding of how to keep safe and healthy. Through corresponding with pupils in a school in the Gambia, they are developing some knowledge and appreciation of cultures other than their own, but this is a weaker aspect of their personal development. The positive range of skills that pupils acquire stands them in good stead for the next stage of their education.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Building on their good relationships with pupils, teachers create supportive climates for learning in their classrooms and encourage pupils to want to learn. They are clear about what knowledge or skills they intend pupils should acquire in lessons, and explain this clearly to them. They make positive efforts to use practical tasks or group work to enable pupils to be actively involved in lessons. However, although teachers have an awareness of how individual pupils are doing, this assessment information is not used enough when planning or teaching lessons to make sure work has the right level of challenge for all. Teaching assistants are not always deployed in a way that maximises their potential for supporting individuals. Some of the marking of pupils' work gives them helpful information about how to improve it, but this is not a consistent feature. The use of targets to help pupils understand what they need to do better has improved since the previous inspection when it was identified as a weakness.

Strengths of the curriculum include the good attention paid to enriching it so that pupils have a wide range of experiences to make their learning more relevant. During the inspection, for example, one class was seen preparing for a visit to a coal-mining museum, with their sense of anticipation heightened by local library staff bringing in a life-size model of a coal miner in to talk about. Year 6 pupils were very excited about their imminent residential trip. Over 20 fathers or other male relatives were seen participating in 'Rowdy Robots', an after-school club in which they work with their

<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.

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children to make robots, an example of an excellent extra-curricular activity. A good contribution is made to pupils' personal development through the curriculum, such as promoting their understanding of how to keep safe and be healthy. Due attention is paid to developing pupils' basic skills, although this has not yet had enough impact on ensuring that pupils' writing is well enough developed.

The supportive and caring ethos within the school is reflected in the good level of pastoral care. Pupils are well known as individuals and the positive relationships mean they feel confident in approaching staff with any worries. Good attention is given to removing the extra barriers to learning that some pupils face, and to building their confidence and self-esteem. Arrangements to help children settle into school and to move on to the next stage of their education are well established.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The policies and procedures necessary to enable the school to function smoothly are in place and there is an orderly, calm and pleasant atmosphere. The school is in a state of transition in regards to leadership, with a relatively new deputy headteacher and another senior leader new to post. Most middle leaders are also new to their current responsibilities because of reorganisation. Not all aspects of leadership are fully developed, therefore, although some positive developments are taking place. In particular, although there is a considerable amount of monitoring, not all the evidence gathered is rigorously examined when evaluating the school's effectiveness, leading to some overly-positive views of it.

Governors are committed to the school and are supportive of it. They ask questions of it to hold it to account, and have taken action to help improve it. However, they, too, do not draw sufficiently on all available sources of information when checking its effectiveness. The school adopts a satisfactory range of approaches to inform and involve parents, with parents acting as reading partners and a 'Friends of Ravenfield' association being examples of successful engagement. The school works closely and well with a range of external organisations and individuals to help meet pupils' needs and broaden their experiences.

The good promotion of equal opportunities is seen in the inclusive climate, and the way barriers to pupils' learning are actively tackled, especially for those with additional needs. Some analysis of how well different groups are performing takes place, with all

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groups progressing similarly. The strongest steps taken to promote community cohesion are within the school and the local community, but the scope of its work beyond this is less well developed. Arrangements to keep pupils safe meet requirements and ensure that they feel secure.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children settle into school quickly and happily, helped by the links with parents and with the private childcare provider on site from which many children transfer, as well as the warm relationships with staff. They are well looked after and develop confidence and a sense of security as a result. They behave well and cooperate successfully with each other, taking turns and sharing toys. The environment is bright and attractive, and the wide range of colourful and stimulating resources both indoors and outside helps to promote children's enthusiasm for learning. They readily participate in all that is on offer, enjoying independent play as well as activities led by adults. Input from the adults and some effective questioning help to develop children's thinking and language, but opportunities to extend their learning are missed. This is particularly the case for higher attainers; the needs of other groups are better met. This is partly because planning focuses more on what children will experience and what adults will do rather than on how their progress will be maximised.

Much assessment takes place which gives a lot of information about what individual children can do, but the different systems in place are not all coherent with each other and do not give a consistent or fully accurate view of their progress. Children enter and leave the Early Years Foundation Stage with attainment that is in line with expectations



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for their age and they make satisfactory progress during their time there. Leadership and management are satisfactory. Support is being given to the teacher who is new in post this year and who is working hard to ensure that provision is effective and improving. However, the evaluation of the effectiveness of the Early Years Foundation Stage does not draw sufficiently on accurate and comprehensive data about children's outcomes and progress and so is not fully rigorous.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The very large majority of parents and carers who returned the questionnaires outlining their views of the school were positive about most aspects. The inspection team agree with the positive responses about pastoral care and pupils' personal outcomes, but overall judge the school to be satisfactory. A small minority of parents raised some concerns, with most comments being about staffing discontinuity in a particular class and its impact on the progress that pupils have made, along with some concerns over communication. Inspectors found that there have been some staffing issues with that particular class and, while pupils' progress overall is satisfactory, there is scope for it to be better.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ravenfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	57	18	32	5	9	0	0
The school keeps my child safe	32	57	21	38	2	4	1	2
The school informs me about my child's progress	21	38	21	38	11	20	1	2
My child is making enough progress at this school	19	34	21	38	11	20	3	5
The teaching is good at this school	21	38	28	50	2	4	3	5
The school helps me to support my child's learning	17	30	27	48	9	16	2	4
The school helps my child to have a healthy lifestyle	18	32	32	57	3	5	2	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	34	31	55	5	9	1	2
The school meets my child's particular needs	19	34	25	45	8	14	3	5
The school deals effectively with unacceptable behaviour	18	32	31	55	3	5	1	2
The school takes account of my suggestions and concerns	15	27	32	57	3	5	3	5
The school is led and managed effectively	18	32	27	48	7	13	2	4
Overall, I am happy with my child's experience at this school	22	39	25	45	5	9	3	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 June 2010

Dear Pupils

Inspection of Ravenfield Primary School, Rotherham, S65 4LZ

Thank you for being so welcoming and friendly when my colleagues and I inspected your school and for talking with us and showing us your work.

There are good aspects to your school. There are effective arrangements in place for caring for and supporting all of you. As a result, you feel safe and happy. The visits you go on and the visitors who come into school help you to experience a wider range of activities and help you to enjoy school. I hope those of you in Years 5 and 6 enjoyed your trip to the coal-mining museum, and that the Year 6 residential went well. Another good thing about your school is you! You are very friendly, get on well with each other, behave well and you enjoy learning and are keen to do your best.

Overall, we judge your school to be satisfactory. You reach the standards that most pupils do across the country. We have asked the school to take action to help you reach even higher standards, especially in writing. We have also asked the school to improve teaching because, although it is satisfactory and lessons are often interesting with tasks that you can get actively involved in, we think it could help you learn even more if more work was at the right level for you all. We have asked the school to check how well you are doing and how effective the school is being even more carefully, so it knows the very best steps to take to improve the school further and to make sure you are all achieving absolutely all that you can.

You can help by continuing to work hard and being so positive. I send you and your teachers very best wishes for the future.

Yours sincerely

Ms Joan McKenna

Lead inspector

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