

Ravensdale Primary School

Inspection report

Unique Reference Number	103682
Local Authority	Coventry
Inspection number	355429
Inspection dates	24–25 March 2011
Reporting inspector	Carol Worthington

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	475
Appropriate authority	The governing body
Chair	Bill Day
Headteacher	Jayne Ellis
Date of previous school inspection	20 February 2008
School address	Ravensdale Road Coventry CV2 5GQ
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Age group 3–11
Inspection dates 24–25 March 2011
Inspection number 355429

**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by four additional inspectors. They observed 28 lessons led by 17 different teachers. Meetings were held with the headteacher, assistant headteachers, middle leaders and the Chair of the Governing Body. Discussions were held with four groups of pupils from Key Stages 1 and 2. Many pupils, and some parents and carers, were spoken to informally. Inspectors observed the school's work, and looked at records of assessments of pupils' attainment, tracking of their progress and samples of their work in books. All safeguarding documents were scrutinised. Inspectors analysed 87 parents' and carers' questionnaires and those completed by 104 Key Stage 2 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors investigated the performance of higher-ability pupils in English, particularly writing, and mathematics, to see if this is improving in English, and being maintained at a high level in mathematics.
- Inspectors looked at whether the school's revision of its behaviour policy has resulted in consistently good behaviour, both in and out of lessons, and what roles pupils themselves play in maintaining this.
- The team considered whether improvements in the quality of teaching and the curriculum are producing consistently good learning and progress for all groups of pupils from the Early Years Foundation Stage to Year 6.
- Inspectors looked at how well school leaders and managers, including the governing body, promote community cohesion in the school, local community, and on a wider national and international level.

Information about the school

This larger-than-average primary school is situated in an urban setting. The majority of pupils are of White British origin, with about a third from other ethnic groups. Nearly all pupils speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is lower than in most schools, but the number with statements of special educational needs is above average. Most of these have physical disabilities, specific learning or behavioural difficulties, or combinations of all three. The school has Healthy Schools status, Artsmark, Eco-school silver award, and Investors in People.

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?

2

The school's capacity for sustained improvement

2

Main findings

Ravensdale Primary School is a good school. It has improved significantly from the satisfactory grading at its previous inspection. This is because the headteacher's vision of excellence and ambition for success have been effectively communicated to all staff. Senior and middle leaders have been empowered to develop their areas of responsibility and fully monitor and evaluate the outcomes. As a result, standards have risen rapidly in the last two years and they continue to rise. The quality of teaching and learning has improved from satisfactory to good. It is sometimes outstanding in English and mathematics. In these subjects, teachers consistently plan work to motivate and challenge pupils of all abilities. In science, pupils' progress is not so consistently good

because work is not so precisely matched to ability, so pupils do not achieve so well in science as in English and mathematics. The skills of scientific enquiry are not consistently developed.

Provision for children in the Early Years Foundation Stage was judged satisfactory in the previous inspection; now it is outstanding. Children make outstanding progress from their average starting points. Their attainment is well above expectation by the end of Reception. Through the school focus on improving writing, attainment in English has risen rapidly over the past two years. In the 2010 Key Stage 2 national tests, it was very close to the high standard already established in mathematics. Further improvement in the attainment of higher-ability pupils in the current Year 6 shows this has been further built upon. Standards in English and mathematics are now at a similarly high level. Consistently good progress in these subjects throughout the school shows that Ravensdale is in a good position to maintain this improvement. Because of the good improvement since the previous inspection, the school has good capacity to sustain this further.

The school places equality of opportunity for all its pupils at the heart of all its work. The headteacher meticulously tracks the progress of all groups of pupils. Unevenness between boys' and girls' attainment in writing has been reduced and is now minimal. Groups from all ethnic backgrounds achieve well. School leaders are particularly successful in removing barriers to learning for the significant number of pupils who have complex educational needs, including disabilities. Outstanding care and very well-targeted support enables them to make the best of the opportunities the school provides. An example of the governing body's good contribution to the work of the school is shown by the high standard of care it provides in the popular and successful breakfast and after school clubs. These are much appreciated by parents and carers, and enjoyed by children.

The 'good to be green' system introduced to improve pupils' behaviour is now thoroughly embedded in the school. It is effective because pupils' own views were taken into account when introducing it. They think it is fair and are keen to maintain it. As a result, behaviour is consistently good and contributes well to learning. Pupils develop as confident young people who know how to live safe and healthy lives. Attendance is high because pupils enjoy learning and are keen to come to school. Pupils' good personal attributes and well-developed literacy and numeracy skills prepare them well for their secondary education.

The school's friendly and caring ethos fosters pupils' good spiritual, moral, social and cultural development, but their study of different religions and world cultures does not give them first-hand experience of the wide range of cultures present in the United Kingdom. Although the school is itself a strongly cohesive community, and reaches out satisfactorily to the local community, it has few links with different communities further afield, either in this country or abroad.

What does the school need to do to improve further?

- Improve attainment and progress in science to match that in English and mathematics by:
 - improving assessment in science and its use to plan work which offers good challenge to pupils of all abilities.
 - ensuring the consistent use of scientific enquiry skills during independent learning.
- Give pupils more opportunities for first-hand contact with people from the wide range of cultures present in the United Kingdom and the wider world.

Outcomes for individuals and groups of pupils

2

Pupils achieve well and make good progress throughout the school because of good teaching in all classes, particularly in English and mathematics. Pupils' spoken English is of a very high standard and enhances their written work. They express themselves well and confidently when discussing, for example, whether people should be judged by appearances. Pupils in Year 6 made good progress in using technical vocabulary and causal connectives when writing about 'ghost-trapping machines' they had designed. Year 2 pupils of all abilities were very enthusiastic about their 'mini-beast' hunt and made excellent progress in writing a poem about 'bugs'. Progress is enhanced for pupils with special educational needs and/or disabilities because their learning needs are well understood and met individually or in small groups led by well-qualified adults. Pupils make less progress in science than in English and mathematics because work is not so precisely matched to the wide range of abilities in science lessons, and enquiry skills are not so well developed.

Pupils make a valuable contribution to the school community through the school and eco-councils. Many join the 'walking bus' to demonstrate their commitment to ecological awareness and a healthy lifestyle. 'Playground pals' receive professional training to take responsibility for the care and guidance of others at break times. Pupils have a strong sense of common values in their own community, but school leaders do not plan sufficient opportunities for them to have first-hand experience of a wide range of cultures in this country and beyond. Pupils show their concern for others through a

range of charitable giving to local community projects and some national and international ones, such as 'Red Nose Day'.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teaching and learning in English and mathematics are consistently good, and sometimes excellent. This reflects the high expectations of school leaders and sharing of highly skilled expertise within the school. The robust system for assessing and tracking pupils' progress ensures underachievement is quickly identified and remedied, so virtually all pupils make good progress. Funding is appropriately allocated to provide teachers for intervention groups in Years 2 and 6. These are successful in improving the attainment of all pupils, including those capable of higher attainment, as well as slower learners. Pupils who are learning English as an additional language are given focused individual tuition which enables them to make good progress. The school focus over the past two years on improving literacy and numeracy standards has been very successful.

However, in science, lessons sometimes lack pace and do not consistently challenge all pupils with work as well matched to their needs as in English and mathematics.

The creative curriculum motivates all pupils to learn because its themes are exciting and relevant. They enable pupils to link learning across subjects and use skills of enquiry and critical thinking during independent learning, but this does not consistently develop the skills of scientific enquiry. School leaders monitor provision closely to ensure that all learners, including those with special educational needs and/or disabilities, have equal access to the curriculum. Literacy, numeracy, and information and communication technology (ICT) skills develop well. Pupils gain memorable experiences from enrichment and enhancement activities, such as musical experiences with other schools. There is good uptake of out-of-school activities, including drama, cookery, sports and residential trips.

The school gives excellent attention to all aspects of care and guidance. Its well-targeted support for all pupils enables them to make the best of the many opportunities it provides. It works exceptionally well with outside agencies to help all pupils with special educational needs and/or disabilities. Excellent support for pupils and their families who find themselves in vulnerable circumstances helps remove barriers to learning. Pupils with special gifts and talents develop these through programmes undertaken with similar pupils from other local schools. The high quality advice and guidance given to pupils and their families when they join or leave the school is extended to transition between key stages, when many pupils have individual programmes to maximise their learning. The same high quality of care extends to the 'Raven' Wraparound club.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

All leaders and managers consistently communicate high expectations to staff about securing improvement. Rigorous monitoring and evaluation of teaching and learning have resulted in good lessons in English and mathematics taking place in all classrooms, but teaching in science has not reached the same consistently high standard. Challenging targets for pupils' attainment in English and mathematics are regularly met. The governing body makes a good contribution to the school's drive for improvement. It shows determination in challenging and supporting the school in all its work.

The school's procedures for safeguarding are good. It adopts recommended good practice across all areas of its work. The views of pupils, parents and carers are acted upon to make effective improvements to the well-developed quality assurance and risk assessment procedures. The school integrates issues about keeping safe into the curriculum, so pupils have a realistic understanding of risks imposed by hazards such as the sun, fire, water, the internet and mobile phones. The school provides outstanding equality of opportunity for all its pupils. Through its thorough analysis of their needs and judicious provision of extra staff and resources, it ensures that virtually all pupils make good progress and become successful learners.

The school's partnership with parents and carers is strong, particularly in the Early Years Foundation Stage. It has highly beneficial partnerships with agencies and local schools to support pupils' well-being and learning. The school uses its thorough knowledge of its pupils to promote community cohesion strongly within the school and in its outreach into the local community but it has few links farther afield in this country or abroad. Pupils gain an understanding of some different faiths and customs through the religious education curriculum. Through special curriculum days, they learn about life in many other countries, but they do not get sufficient opportunities to engage with other people to improve their understanding of the wide range of cultures in the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1

The effectiveness of safeguarding procedures	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

Children start in the Nursery with early skills and knowledge similar to those expected for their age. They make outstanding progress, and by the end of Reception, their attainment is well above expectation in all the areas of learning. Achievement has improved rapidly in the last two years because of the considerable improvements in all areas of provision, but especially teaching and learning. These are now outstanding. From the moment they enter the setting in the morning, children show a good level of independence as they self-register and quickly settle, selecting activities to do with their friends. Adults' consistently high expectations of conduct ensure good behaviour and excellent progress in personal, social and emotional development. Most children play amicably with each other and enjoy learning together. Progress in early literacy and numeracy is excellent, through adult-led activities in small groups and independent learning through play. The 'pirates' theme appealed to both girls and boys as they excitedly weighed the pirates' gold and wrote to 'Meg the mermaid'. Adults lose no opportunities to develop vocabulary, for example, to describe the 'coconut' tree or to compare the size of teddy bears. The learning environment is very well equipped and excellent use is made of stimulating activities in both indoor and outdoor areas to promote learning. Children use their imagination when evading 'crocodiles' in the 'swamp' on the pirates' treasure island. They develop curiosity about living creatures by closely watching for signs of tadpoles developing into frogs. Large climbing apparatus and wheeled vehicles give ample opportunities for physical development.

Outstanding leadership ensures planning is thorough and assessment is used effectively to match adult-led activities to the range of children's abilities and needs. The termly performance reviews are highly effective in keeping all children's progress on track. The safety and welfare of all children have a high profile. Good relationships with parents and carers extend learning into children's homes through excellent home-school diaries and the daily warm welcome into school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
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Taking into account:	1
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

There was a smaller-than-average return of completed questionnaires, but most of them were completely positive. Parents and carers spoken to when bringing their children to school also praised the school and its staff. Most written comments were in praise of the school. A few responses reflected concerns about information on progress and meeting individual needs. Inspectors found that the school provides better information about progress than in most other schools. They found the school in general to have excellent strategies for meeting the needs of all its pupils but cannot comment on individuals.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ravensdale 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 475 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	63	31	36	1	1	0	0
The school keeps my child safe	54	62	33	38	0	0	0	0
My school informs me about my child's progress	48	55	37	43	1	1	0	0

My child is making enough progress at this school	47	54	35	40	4	5	1	1
The teaching is good at this school	47	54	38	44	2	2	0	0
The school helps me to support my child's learning	43	49	43	49	1	1	0	0
The school helps my child to have a healthy lifestyle	41	47	44	51	1	1	0	0
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)	44	51	40	46	1	1	0	0
The school meets my child's particular needs	41	47	42	48	4	5	0	0
The school deals effectively with unacceptable behaviour	33	38	49	56	3	3	0	0
The school takes account of my suggestions and concerns	33	38	48	55	2	2	1	1
The school is led and managed effectively	38	44	46	53	1	1	0	0
Overall, I am happy with my child's experience at this school	55	63	28	32	3	3	0	0

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 all its pupils' needs.
Grade	Good	These are very positive features of a school. A school that is good is

2		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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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:	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. <ul style="list-style-type: none"> • The school's capacity for sustained improvement. • Outcomes for individuals and groups of pupils. • The quality of teaching. • The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. • The effectiveness of care, guidance and support.
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.



28 March 2011

Dear Pupils

Inspection of Ravensdale Primary School, Coventry, CV2 5GQ

Thank you very much for being so polite and helpful when my colleagues and I visited your school. We really enjoyed seeing you at work and play. We found yours to be a good school. It has made a big improvement in the past two years. Your headteacher and the governing body run the school well. Teaching is good, so you enjoy your lessons and work hard. You do really well in English and mathematics, but not quite so well in science. This is because work is better matched to your capabilities and challenging for all of you in English and mathematics. You told us that you enjoy school, and this is shown by your excellent attendance. We found your behaviour and attitudes to learning to be good and these help you make good progress. We thought your 'good to be green' system is very effective.

All the adults take excellent care of you and, in turn, you take care of each other at playtime and are helpful in assemblies and at lunchtime. Your school leaders do their very best to make sure that you all have equal opportunities to take part in all activities. You have a good understanding of how to keep safe and healthy. Many of you are very keen on the sports and other clubs, and enjoy the Raven Wraparound club. Your school and eco-councils do a lot of good work to improve playtime and the environment. Many of you show your concern by using the 'walking bus' to get to school.

You have links with your local community, but do not have enough contact with people from different communities who live in this country or abroad. All the adults in your school want it to be even better, so I have asked them to do the following things.

Make sure you improve your science to become as good as your English and mathematics.

Find ways of giving you more contact with people from a wider range of different cultures, living in the United Kingdom and the wider world.

You all can help by always doing your best to improve your work.

Yours sincerely

Carol Worthington

Lead inspector

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