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14 January 2011

Mrs Such  
Headteacher  
Ravenswood Community Primary  
Ravenswood Avenue  
Ipswich  
IP3 9UA

Dear Mrs Such

**Special measures: monitoring inspection of Ravenswood Community Primary**

Following my visit with Meg Hackney, Additional Inspector, to your school on 12 January 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in July 2010. The full list of the areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – **satisfactory**

Newly Qualified Teachers may be appointed as necessary provided that:

- They are mentored by the headteacher
- I am informed of any appointments

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Suffolk.

Yours sincerely

Ian Seath

**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in July 2010**

- Improve pupils' attainment and progress by raising the quality of teaching to ensure that, by the end of the summer term 2011:
  - activities in lessons more closely match the full range of pupils' individual needs
  - lessons are conducted at a good pace to maintain pupils' interest and motivation
  - additional support is deployed more effectively during lessons
  - pupils' progress is assessed more rigorously during lessons to identify and address misconceptions
  - pupils' work is marked more regularly and helpful comments provided so that pupils can improve.
  
- Extend pupils' involvement in their learning by December 2010 by:
  - reviewing progress towards their targets more regularly
  - involving pupils more effectively in the review of their targets.
  
- Improve the leadership and management of the school by December 2010 by:
  - providing a stronger lead and clearer direction for staff to secure more rapid improvement
  - taking robust action to address weaknesses in teaching
  - raising teachers' expectations of pupils
  - improving the accuracy of the assessment of pupils' work
  - improving the accuracy of the evaluation of the school's performance compared with schools nationally.

## **Special measures: monitoring of Ravenswood Community Primary**

### **Report from the first monitoring inspection on 12 January 2011**

#### **Evidence**

Inspectors observed the school's work, observed most teachers and classes, scrutinised documents and pupils' work, and met with the headteacher, the Chair of the Governing Body, a representative of the local authority, and other school staff as appropriate.

#### **Context**

Since the last inspection the governing body has changed significantly. In addition to having a new Chair, around one third of governors are new in post. The number of pupils on roll remains almost unchanged, as does staffing.

The last inspection did not identify any areas for improvement concerning pupil outcomes other than those within pupils' achievement and standards.

#### **Pupils' achievement and the extent to which they enjoy their learning**

At the time of the last inspection, standards attained by students were low and the progress they made was inadequate. The results of national tests in 2010 show significant improvement. At Key stage 2, the progress that pupils made improved. The lowest ability pupils made the most progress, together with those known to be eligible for free school meals and those with learning difficulties and/or disabilities. Progress was good for these groups, well above national averages. Standards also improved, particularly for mathematics at Key Stage 2 and for writing at Key Stage 1. Improvements at Key Stage 2 are building on an improving trend that is evident since 2008. Standards remain below national averages though the gap is narrowing quickly.

Classroom observations indicate that learning and progress, judged inadequate at the last inspection, have improved and are now at least satisfactory in most classes. Teachers have improved their assessment of attainment and it is now largely accurate. This information is used to support the learning of lower ability pupils very well and has resulted in their good progress. However this has not been matched by the challenge given to the most able to ensure that they make the progress of which they are capable. Pupils' skills of independent learning are not always sufficiently well-developed.

Progress since the last section 5 inspection on the areas for improvement:

- Improve pupils' attainment and progress by raising the quality of teaching – **good**

### **The effectiveness of provision**

With the support of the local authority, the headteacher and senior leaders have put much effort into developing an accurate assessment system for the monitoring of progress. All pupils now have their progress and attainment recorded. These assessments are accurate and moderated to ensure reliability. The information they produce is used effectively to ensure that pupils each have target levels, and they are increasingly aware of what they need to do to reach this target. In class, attainment information is used effectively to structure learning, and very effectively to identify those who are at risk of underachievement so that they receive the support they need. This has resulted in these pupils making progress that is both better than their peers and higher than national averages. Support and challenge for the most able are less well developed however and are inconsistent across the school.

Teaching and learning have improved since the last inspection because teachers are planning better and are becoming more proficient in matching learning activities to ability within class. In class, most teaching is satisfactory and some is good. The marking of pupils' work has improved. With the development of a new marking policy, it is more systematic and regularly monitored. Written comments are helpful and give good guidance on how to improve.

Teaching assistants make a valuable contribution to pupils' learning. Their work is well-planned. They work effectively with those pupils identified as at risk of underachieving. The system of having two classrooms for each year group with a support room in between works well because pupils and staff can move easily between the two. Support work is closely monitored by teachers.

Pupils are well informed about their targets. They understand what they mean and what they have to do to reach them. They talk excitedly about how far they are progressing up the learning ladders in their classrooms. They are closely involved in reviewing their targets with teachers on a regular basis.

Progress since the last section 5 inspection on the areas for improvement:

- Extend pupils' involvement in their learning - **satisfactory**

### **The effectiveness of leadership and management**

The headteacher and senior leaders are working hard with their colleagues to improve the school. With support from the local authority, weaknesses in teaching

that were identified in the previous inspection are being effectively tackled. The lesson observation system is applied more systematically. It gives a clear view of whole school developmental needs, for example by identifying the need to better challenge the more able. Broadly, inspectors agreed with the school's own view of teaching and learning. However the system does not sufficiently evaluate standards of learning seen in class because it is too focused on what the teacher does rather than what pupils learn. Performance management is improving, but targets for the improvement of individual teachers are often insufficiently precise and difficult to monitor because timescales and success criteria are not well defined.

The school's use of assessment is well-established. It enables the increasingly accurate evaluation of standards both for whole year groups and individual classes. Increasingly, this is being used to set challenging targets for improvement that are easily monitored. Much professional development has been undertaken since the last inspection. This has included sessions on assessment, data analysis, marking, and the use of targets.

The school's self-evaluation document is well-developed and accurate. Staff are involved in its preparation. It gives a clear view of the school and is realistic about the challenges that the school faces. School improvement plans are similarly clear with sensible actions and timescales that can be monitored.

The governing body has changed significantly since the last inspection. A number of new governors have joined and an existing governor is now the Chair. The new body recognises the need to challenge the school more and to closely monitor performance, especially in teaching and learning and in standards. They have recently undergone training in school performance data analysis which will enable them more effectively to hold the school to account.

Progress since the last section 5 inspection on the areas for improvement:

- Improve the leadership and management of the school - **satisfactory**

### **External support**

The local authority's post-inspection action plan is fit for purpose. Actions are detailed with sensible timescales and clear responsibilities. The authority has provided good support, and the impact that it has had is clear in the improving progress and standards that pupils are demonstrating.

### **Priorities for further improvement**

- Ensure that targets for performance management are appropriately detailed and structured so that they contain challenging and measurable targets for the improvement of pupil performance.

- Devise ways to ensure that the amount of challenge for the most able matches the amount of support given to the least able.