

PROTECT-INSPECTION

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30 June 2011

Mrs M Such
Headteacher
Ravenswood Community Primary School
Ravenswood Avenue
Ipswich
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Dear Mrs Such

Special measures: monitoring inspection of Ravenswood Community Primary School

Following my visit to your school on 28 June 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 second 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 – good.

Progress since previous monitoring inspection – good.

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 School

Report from the second monitoring inspection on 28 June 2011

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher and other leaders, pupils, a group of governors and representatives from the local authority. All classes were observed.

Context

The governing body has remained largely as it was at the last monitoring visit. Two new teaching appointments have been made.

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

Improvements evident at the last monitoring visit have gained pace. Across all year groups, pupils now make progress that is better than expected. A significant proportion of pupils are at least two terms ahead of national expectations. These further improvements are building on an improving trend that has been evident for the last three years. Standards were low at the last inspection. However they are now close to national averages and, for some, they are higher. For example, the proportion of boys achieving expected levels in reading is above the national average.

Boys are now making better progress and attaining higher standards than girls. This is a reversal of the trend of recent years. Those with low prior attainment make the highest progress because their needs are well understood and catered for by the school. Those with special educational needs and/or disabilities continue to make good progress, as do other groups.

Classroom observations confirm rising progress and standards. The use of assessment is now systematic and accurate. This is instrumental in identifying the needs of all pupils especially those who need more support in class. A good start has been made to increase the challenge given to the most able, for example by designating time for teachers to devote to them in class and by carefully structuring questioning to be more demanding. However, the extent to which this is seen in class is uneven across the school. When lessons are planned to enable independent learning, this skill develops well.

Progress since the last monitoring inspection on the areas for improvement:

- improve pupils' attainment and progress by raising the quality of teaching – good.

The effectiveness of provision

Improvements in the effectiveness of provision have resulted in marked improvements in the achievement of pupils and the standards that they reach. The assessment of attainment and the subsequent evaluation of progress are now well-embedded across the school. All pupils are given targets that are challenging and that they understand. In class, attainment data are used well to structure learning. Teachers' questioning effectively checks what pupils have learned and often challenges pupils. Planning has improved and the roles of teaching assistants in class are well-organised to give support to those who need it.

Teaching and learning have improved since the last monitoring visit. The proportion of classes demonstrating good teaching has increased. Marking has improved as

teachers implement the new marking and homework policy. This, together with other aspects of provision, is closely monitored by the school. As at the last monitoring visit, written comments are helpful and comprehensive.

Care, guidance and support are effective. Pupils' needs are well-evaluated and support is provided promptly. Intervention is well-organised and effective. Behaviour in class and around the school is calm and ordered. There are no exclusions.

Progress since the last monitoring inspection on the areas for improvement:

- extend pupils' involvement in their learning – good.

The effectiveness of leadership and management

Weaknesses identified at the last inspection are being tackled very effectively. The need for improvement is now understood by all, and the school is becoming increasingly aspirational for its pupils. It has met its targets for this year. Improvement plans are precise, sensible, and progress is carefully monitored by managers and the governing body. Self-assessment is realistic, recognising the improvements that need to be made, as well as the school's strengths.

Good practice is increasingly identified and shared. Priorities identified at the last monitoring visit have been incorporated into action plans and have been tackled. As a consequence, performance management is now more challenging, with measurable targets for pupils' performance. This is helped by reliable assessment that is now producing good performance data. Much professional development has been undertaken by staff at all levels. The school's lesson observation system has been modified so that it now pays good attention to learning and its outcomes are incorporated into performance management. School leaders have a good understanding of the quality of teaching and learning.

As noted at the last monitoring visit, the governing body has a number of new members. They bring many strengths to the school and are challenging performance increasingly well. Training on data evaluation has been undertaken, and this has enabled a more informed approach to target setting. For example, the establishment of a new performance and attainment committee has enabled the governing body to increasingly evaluate all aspects of teaching, learning, attainment and progress.

Progress since the last monitoring inspection on the areas for improvement:

- improve the leadership and management of the school – good.

External support

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The local authority continues to provide good support, although this is being reduced as the school improves.