

Ravenswood Community Primary School

Inspection report

Unique Reference Number	124650
Local Authority	Suffolk
Inspection number	340621
Inspection dates	5–6 July 2010
Reporting inspector	Mary Summers

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair	B Quinton
Headteacher	M Such
Date of previous school inspection	19 March 2007
School address	Ravenswood Avenue Ipswich IP3 9UA
Telephone number	01473 728565
Fax number	01473 721836
Email address	ad.ravenswood.pri@talk21.com

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 23 lessons taught by 16 teachers. They met with representatives of the governing body, staff and pupils, looked at a range of the school's policies and plans, records of pupils' progress, questionnaires returned by pupils and staff and the 109 questionnaires submitted by parents and carers.

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

- the achievement of girls throughout the school
- pupils' achievement in mathematics, to see how well teaching meets the needs and abilities of all pupils
- how well the school's leaders analyse data and plan rigorous targets for school improvement.

Information about the school

Most pupils who attend this large primary school come from the immediate locality. The large majority are from White British backgrounds. The proportion who come from minority ethnic families has grown in recent years and is now broadly in line with that seen nationally. The proportion who speak English as an additional language is broadly average. About half of these pupils are in the early stages of learning English. The main language spoken other than English is Bengali. The number of pupils known to be eligible for free school meals is well above average. More pupils than average are identified as having special educational needs and/or disabilities. Many of these pupils have behavioural, emotional or social difficulties. The school has won a number of awards in recent years, including Healthy Schools status and the Activemark award. The school is part of a relatively new community and is linked with a locally shared housing complex, a care facility and a sports centre.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Pupils' attainment is much lower than average. Children begin in the Nursery with varying levels of skill and knowledge but overall they are well below expected levels for their age. They make satisfactory progress in the Early Years Foundation Stage and Key Stage 1, although their attainment remains below average by the end of Year 2, especially in reading and writing. Progress through Key Stage 2 is unsatisfactory because of significant weaknesses in teaching. Despite some improvements, pupils' attainment for the last three years has remained significantly below that expected for their age by the time they leave at the end of Year 6.

Pupils' behaviour is satisfactory. The school's work to gain Healthy Schools status and the Activemark award means that pupils have a good understanding of how to keep fit and healthy. Pupils make a good contribution to their school community through their work as monitors, helpers and school councillors. However, they are not involved enough in their own learning. They are often unaware of the targets set for them. Targets are not reviewed as regularly as they might be and pupils are not involved enough in assessing progress towards their individual targets.

Pupils' learning is satisfactory in Key Stage 1, where lessons are planned appropriately and teachers show a sound knowledge of the pupils' different needs and abilities. Lessons are usually interesting and involve pupils in practical activities. Pupils do not learn well enough in Key Stage 2 because lessons often lack pace and challenge, consequently pupils become bored and lose concentration. Activities are often too easy for more-able pupils and too difficult for those with special educational needs and/or disabilities. Additional support for these pupils in small groups outside class lessons is often successful in helping them make satisfactory progress. However, teaching assistants are not always deployed well enough during lessons to make a significant impact on pupils' learning. Assessment during lessons is weak, and means that pupils' mistakes are not identified and addressed. Although pupils' work is marked regularly, little advice is provided to help them improve.

Improvement since the last inspection has been too slow. Although attendance has improved and is now satisfactory and pupils' attainment is beginning to rise, weaknesses in teaching and learning in Key Stage 2 remain. Leaders have identified the weaknesses in teaching but do not tackle them effectively. Assessment of pupils' work and progress is often too generous and results in an inaccurate view of performance. Senior leaders expect too little of teachers and pupils, and are not providing a strong enough lead to

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secure more rapid improvement. As at the time of the last inspection, the school is not using data about pupils' attainment well enough to compare itself with schools nationally. This results in an inaccurate interpretation of its performance. Slow improvement, inaccurate self-evaluation and a lack of drive from some senior leaders, mean that the school has an inadequate capacity for further improvement.

What does the school need to do to improve further?

- 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.

Outcomes for individuals and groups of pupils

4

Pupils show satisfactory attitudes to learning. Many work hard in lessons, especially when they are interested and stimulated by the subject. Year 1 pupils for example, enjoyed programming a simple robot to move around a maze. They persevered even when they found the task difficult. Work seen in classrooms and in pupils' books shows that pupils in Key Stage 1 are learning satisfactorily but those at Key Stage 2 are not. In Years 3 to 6, pupils' work is often untidy, especially in writing. Spelling, punctuation and handwriting are weak and pupils use a narrow range of vocabulary.

Pupils from minority ethnic backgrounds and those who speak English as an additional language often attain higher levels than those from White British families. Following a whole school initiative, girls are now beginning to take a more active part in lessons, showing more confidence in responding to teachers' questions and participating in class

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discussions. Their achievement is beginning to improve as is pupils' achievement generally, especially in mathematics. However, the rate of improvement is still too slow to ensure they reach acceptable levels of attainment in literacy and numeracy to prepare them adequately for secondary school.

The large majority of pupils feel safe in school. They say there are many adults they can turn to if they need advice or support. The school council organises fundraising activities to support local and national charities and pupils participate well in local music festivals and inter-school sports. Spiritual, moral, social and cultural development is satisfactory. Pupils have an active role in making the school rules and are involved in projects with local artists and sculptors. They have a developing knowledge and understanding of different faiths and cultures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	3
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	4
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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?

The curriculum includes a satisfactory range of activities. Pupils enjoy visits, for example to Colchester Castle where they learn about the Romans as part of their history work. Year 6 pupils benefit from a residential trip, where they develop a variety of new skills as well as learning how to live together away from home. About half of the pupils attend one of the good range of out-of-school clubs and activities, for example, tennis, recorders, gardening and street dancing. They enjoy activities organised by school staff at the local

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sports centre, including trampolining and cheerleading. Provision for gifted and talented pupils is developing but remains fairly limited.

Teaching varies considerably throughout the school and is inadequate overall. It is satisfactory and improving in Key Stage 1 where teachers have positive relationships with pupils and provide a sound range of activities to engage their interest. In Key Stage 2, while there is some satisfactory and a small minority of good teaching, lessons often fail to challenge pupils sufficiently. Interactive whiteboards are used well in some lessons, for example, where a teacher displayed a series of images and photographs to stimulate pupils to express their opinions about fox-trapping. The teacher's enthusiasm promoted a good degree of participation by pupils. A lively debate followed, with pupils confidently expressing their views. However, in too many lessons, a slow pace and dull presentation coupled with low expectations mean that pupils are not involved well enough in their learning and as a result make inadequate progress.

Pastoral care is satisfactory. Adults have a sound knowledge of pupils and their circumstances and offer appropriate support and encouragement when needed. Pupils with emotional, behavioural and social difficulties receive satisfactory support from the learning mentor and through the nurture groups. This helps them maintain acceptable behaviour during the school day. The breakfast and after-school clubs provide sound opportunities for pupils to have a positive start and end to the school day. These clubs are appreciated greatly by parents and carers who responded to the questionnaire. Effective work with the Education Welfare Officer has been successful in improving attendance and reducing persistent absence.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The school receives intensive support from advisers to try to improve pupils' attainment and progress. This is showing signs of success although the rate of improvement, especially in pupils' literacy skills, is still too slow. Leadership and management of the school do not embed ambition or drive improvement strongly enough. Expectations are not sufficiently clear, monitoring is not thorough and issues identified as being in need of improvement, such as weaknesses in teaching, are not followed up rigorously enough. Meetings to discuss pupils' progress have recently become more regular and individual teachers are beginning to be held to account for pupils' progress, but this has not yet had a significant impact on progress in lessons. The work of phase leaders is developing and there are encouraging signs that the work carried out in Key Stage 1 is helping teachers to improve their practice. This is not apparent in Key Stage 2. The school does not promote

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equality of opportunity satisfactorily. Although the progress of different groups is analysed and there has been some improvement in girls' achievement, inadequate teaching in Key Stage 2 means that pupils do not have the chance to progress in line with their capabilities.

The governing body's collective membership has a range of useful skills which support many aspects of the school's work. Governors attend relevant training courses and take an active role in monitoring health and safety procedures, including safeguarding, to ensure satisfactory systems are in place. They provide useful links with different groups within the community, for example, the children's centre and other schools in the area. However, the governing body remains too dependent on information provided by the headteacher. This has limited their ability to hold the school to account for shortcomings in provision and outcomes and has led to an overly generous view of the school's effectiveness.

The school promotes community cohesion satisfactorily within the immediate locality and there are developing links with a school in the United States of America to enable pupils to learn about life in a community outside their own experience.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children make a positive start to their education in the Nursery. They settle in quickly because of the warm welcome they receive and readily engage in the good range of indoor and outdoor activities. There is a good balance of adult-led activities and those that children choose for themselves. The children make good progress in the Nursery and satisfactory progress in Reception. Recent training has helped staff to promote literacy more effectively throughout the Early Years Foundation Stage. Phonic skills are taught satisfactorily in Reception classes and some good opportunities were provided in one lesson for example, for children to 'write' about going on a journey. Activities provided in

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the outdoor area in Reception are narrow and do not promote all aspects of children's development successfully. The school is planning to build a sheltered area outside Reception classes, to ensure that children can have access to outdoor learning all the year round.

Leadership and management of the Early Years Foundation Stage are satisfactory. Health and safety procedures are satisfactory and regularly reviewed. Staff are appropriately trained in first aid. Children's progress is assessed regularly. The indications are that more children are reaching nationally expected levels in communication, language and literacy and in their personal, social and emotional development, but overall outcomes remain well below expected levels when they transfer to Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Most of the parents and carers who responded to the questionnaire expressed positive views about the school's work. Almost all agreed that the school helped their children to develop healthy lifestyles. Most said their children enjoyed school and that they were kept safe. A few parents and carers expressed concerns about how well the school was led and managed and how unacceptable behaviour was addressed. A few consider that their views and suggestions were not always taken on board, that they did not receive enough information about their children's progress and that their children were not making enough progress at school. Inspectors endorse the positive views of parents and inspection findings also concur with some of the concerns raised, for example about the rate of children's progress and the way that the school is led and managed. Inspectors found that the information provided about pupils' progress was adequate and satisfactory systems are in place to seek parents' and carers' views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ravenswood Community 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 109 completed questionnaires by the end of the on-site inspection. In total, there are 411 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	48	49	45	3	3	3	3
The school keeps my child safe	50	46	49	45	8	7	0	0
My school informs me about my child's progress	40	37	53	49	12	11	1	1
My child is making enough progress at this school	46	42	50	46	12	11	1	1
The teaching is good at this school	45	41	54	50	4	4	1	1
The school helps me to support my child's learning	38	35	62	57	8	7	0	0
The school helps my child to have a healthy lifestyle	44	40	63	58	2	2	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)	40	37	57	52	5	5	1	1
The school meets my child's particular needs	42	39	55	50	7	6	4	4
The school deals effectively with unacceptable behaviour	26	24	56	51	15	14	6	6
The school takes account of my suggestions and concerns	33	30	57	52	10	9	4	4
The school is led and managed effectively	40	37	51	47	8	7	6	6
Overall, I am happy with my child's experience at this school	52	48	42	39	8	7	1	1

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 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). 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">■ 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.



7 July 2010

Dear Pupils

Inspection of Ravenswood Community Primary School, Ipswich, IP3 9UA

Thank you for welcoming the other inspectors and me to your school and telling us about your experiences. Thank you also to those pupils who returned questionnaires. Your views, along with everything else that we saw, helped us form a clear view about how well your school works. Here are some of the important things that we found out:

- the children in the Nursery get a positive start to their education
- you understand what it means to be healthy, and many of you enjoy the nutritious school lunches and bring healthy options in your packed lunches
- most of you attend school regularly so you do not miss important parts of your education
- you do a lot of jobs around the school and contribute well to the local community.

Although some of the things about the school are acceptable, overall your school is not giving you a satisfactory education. The school has been put into special measures. This means your school will receive support to help it to improve and other inspectors will visit from time to time to check on the progress being made.

We have asked your teachers to make sure they set work that is at the right level to help you make faster progress. They should also provide helpful comments when they are marking your work so that you know what to do to improve. We have also asked them to encourage you to take more responsibility for your learning by setting your own targets and reviewing your progress towards them. We have asked all of the people in charge to set their sights higher in terms of what everybody in school can achieve. You are capable of doing much better at school and improvements need to happen more quickly than they are at present.

You all can play your part in helping your school become better by making sure you work hard, behave well and attend school every day.

Yours sincerely

Mary Summers
Lead inspector

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