

# Ravensdale Primary School

Ravensdale Road, Coventry, CV2 5GQ

**Inspection dates** 3–4 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders, governors and staff work well together to ensure that pupils benefit from good teaching and achieve well.
- Pupils show a keen interest in learning and behave well in lessons and around the school.
- The school successfully promotes pupils' spiritual, moral, social and cultural development. Pupils show care, consideration and respect for others and are well prepared for life in modern Britain.
- There are effective procedures to ensure that pupils are safe and protected. Pupils feel safe at school and well looked after by staff.
- Attendance is consistently well-above average.
- Teaching is promoting good progress for most pupils.
- Teachers establish strong relationships with pupils providing work which engages them.
- Pupils make good progress from their starting points. By the end of Year 6 in 2014 attainment was above average, particularly in writing.
- Children in Nursery and Reception have a good start to school. They make good progress in the areas of learning.

### It is not yet an outstanding school because

- Teachers do not always set work at the right level of difficulty. In particular, work is not always challenging enough for the most able.
- Pupils' achievement in mathematics is less strong than reading and writing.

## Information about this inspection

- The inspectors observed teaching and learning in all classes. Many lessons were seen jointly with the headteacher or deputy headteachers.
- Pupils' work was scrutinised and the information about their attainment and progress was analysed.
- Discussions were held with the headteacher, other staff, a representative from the local authority, governors and pupils.
- The inspectors took account of the 89 responses to the Ofsted online survey, Parent View, and the school's own surveys.
- Forty three questionnaires from staff were taken into account.
- The inspectors examined a range of documents, including school policies, safeguarding procedures and the school's self-evaluation and improvement planning.

## Inspection team

Derek Watts, Lead inspector

Additional Inspector

Amanda Godfrey

Additional Inspector

David West

Additional Inspector

## Full report

### Information about this school

- This is a much larger than average-sized primary school.
- About two thirds of the pupils are White British. Other pupils are from a wide range of heritages with those from an Indian background being the next largest group.
- The proportion of disabled pupils and those with special educational needs is about 16%. This is average.
- Around 16% of pupils are eligible for the pupil premium and this is average. The pupil premium is additional funding for looked after children and those known to be eligible for free school meals.
- Children in the Nursery attend in the morning or afternoon only. Those in Reception attend full time.
- The school met the current government floor standards in 2014, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The headteacher took up the post in June 2014.

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

- Improve on the already good teaching in order to raise achievement further, particularly in mathematics by:
  - ensuring that in all classes, work is set at the right level of difficulty, particularly for the most able
  - extending the drive for pupils to apply their numeracy skills to solve problems in mathematics lessons
  - increasing opportunities for pupils to use and apply their mathematical skills in different subjects.

## Inspection judgements

### The leadership and management are good

- The relatively new headteacher, leaders and staff work well as a team to ensure that pupils receive good teaching and achieve well.
- Leaders and staff have created a positive and welcoming atmosphere where pupils can learn and thrive. All staff strive to ensure that pupils are well behaved and safe.
- Leaders successfully promote pupils' spiritual, moral, social and cultural development. This ensures that pupils show care, consideration and respect for others. Leaders also ensure that the importance of equality, fairness, tolerance and helping others is promoted throughout the school. The curriculum successfully provides pupils with a good understanding of different cultures and religions. Pupils at Ravensdale are well prepared for life in modern Britain.
- The headteacher and senior leaders have an accurate overview of the school's performance because pupils' progress, their attendance and the quality of teaching are carefully checked. Decisive action is being taken to make improvement where necessary. The school is currently raising pupils' achievement in mathematics and increasing the levels of challenge in lessons. Leaders recognise that there is more to do here.
- The leadership of English, mathematics, inclusion and the early years provision is effective. Subject leaders are appropriately involved in checking pupils' attainment and progress, and in taking steps to improve their area of responsibility. New leaders are developing well because of the support given by senior staff.
- The new headteacher and senior leaders place strong emphasis on developing teaching. Raising teachers' expectations of what pupils can achieve and increasing the levels of challenge in lessons are part of the headteacher's ambition and aspirations. The quality of teaching is regularly checked by senior leaders. Teachers' performance management procedures help to improve the quality of teaching by focussing targets on accelerating pupils' progress. Newly qualified teachers are making good progress in their professional development because of the good support and training provided.
- The school provides a broad and interesting range of subjects which promote good achievement for pupils and contribute well to their personal and social development. A reading and writing programme is effectively implemented. This has a positive impact on pupils' learning in literacy. Leaders are further developing learning opportunities in mathematics, particularly the application of numeracy skills. Pupils enjoy the additional activities provided, such as clubs, sport and educational visits. Good opportunities to learn to play a musical instrument contribute well to pupils' cultural development. New assessment arrangements which reflect national changes are at an early stage.
- Pupil premium funding is used well to provide disadvantaged pupils with additional support, particularly in literacy and numeracy. The funding and support are having a positive impact on pupils' achievement. All pupils have full access to the learning opportunities the school provides. There are no signs of discrimination in the school.
- The primary sport grant is used effectively to extend pupils' opportunities for sport and physical development. Specialist coaches in areas such as basketball, dance, and gymnastics are used to provide good teaching for pupils and to help increase the skills of staff. Pupils are actively engaged in sports clubs and tournaments in basketball, football and netball.
- The local authority has a good understanding of the school's performance and provides good advice and support when needed.

**■ The governance of the school:**

- Governance is effective.
- Members of the governing body have a clear overview of the school's performance. They are aware of the need to raise pupils' achievement in mathematics.
- Governors have a good understanding of the quality of teaching. They are familiar with the requirements relating to the management of staff performance and ensure that promotion and pay increases are based on the progress that pupils make. They check that school leaders take decisive action to improve any teaching that is less than good.
- Governors make sure that additional funding for disadvantaged pupils is used effectively and check the impact of spending on pupils' achievement.
- The governors are supportive and challenge school leaders to check how well the school is improving.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. Pupils and parents hold positive views about the behaviour in the school and these reflect the findings of the inspection.
- Pupils enjoy their time at school and have positive attitudes to learning. They participate well in the learning activities provided. They are attentive, cooperative and work well in pairs or small groups when required to do so.
- Pupils' behaviour is consistently good in lessons. In some classes, pupils demonstrate impeccable attitudes to learning and behave extremely well. This is particularly the case when teaching is highly stimulating and engaging. Just occasionally, behaviour is less positive in the playground. The school's clear records of incidents indicate that pupils' behaviour is typically good over time.
- Pupils are courteous, friendly and supportive of others. They show consideration and respect for people's different views. Through their studies and visits, pupils demonstrate an appreciation and a good understanding of different cultures and faiths.
- Pupils willingly take on additional responsibilities such as serving on the school council or being playground pals. Pupils raise funds for a range of national and international charities. They know the importance of helping others who are less well off than themselves.
- Pupils enjoy coming to school and their parents are very supportive. Attendance levels have been well-above average since the previous inspection.

**Safety**

- The school's work to keep pupils safe and secure is good.
- Leaders and staff take effective measures to help ensure that all pupils, especially the most vulnerable, are well cared for and protected. All members of staff have had recent training in child protection and safeguarding.
- The school has developed effective systems for checking and recording safety matters ensuring that any concerns are dealt with promptly. All staff are appropriately checked before being appointed to the school.
- Discussions with pupils indicate they have a clear understanding of bullying. They correctly identify different types of bullying such as name calling and cyber bullying. Pupils told the inspectors that bullying in the school was very rare. They added, 'If there is any bullying it is solved quickly'.
- Leaders and staff carry out regular risk assessments and ensure that the school is a safe place for pupils. Checks prior to school journeys are equally robust. Strong relationships are established with pupils who know they can turn to trusted adults if they are worried or upset. Pupils feel safe at school and well looked after.

**The quality of teaching** is good

- Good teaching is having a positive impact on pupils' learning, progress and achievement, especially in reading and writing.
- Teachers establish good relationships with the class and create a positive classroom atmosphere that is conducive to good learning. Pupils know and understand what they are expected to learn because teachers effectively share the purpose of the lesson with the class.
- Questioning is used well to check pupils' understanding of new learning and to explore their ideas and opinions. Pupils respond well to teachers' questions and are keen to share their knowledge.
- In a highly successful music lesson in Year 3, pupils made rapid progress in playing the ukulele. Inspired and motivated by the teacher's enthusiasm and strong musical expertise pupils show a good understanding of different chords and the technique of strumming and plucking. In the lesson they developed an understanding of the pentatonic scale. Throughout the session all pupils were fully engrossed and showed high levels of concentration.
- The teaching of reading, including the teaching of phonics (letters and the sounds they make) is good. Pupils are provided with good opportunities to apply their reading skills in different subjects.
- Improving the teaching of mathematics is a current priority. Teachers use interactive whiteboards effectively and provide clear explanations to deepen pupils' understanding of calculation and mathematical operations. Opportunities are being increased in mathematics lessons for pupils to apply their numeracy skills and to solve problems. While there are some example of pupils using their mathematical skills in different subjects, this is not consistently good across the school.
- The teaching of writing is effective. Pupils are given good guidance on how to structure their writing. They are encouraged to use interesting and imaginative vocabulary. In most year groups, pupils have good opportunities to apply their writing skills in different subjects. In some year groups, pupils do not write enough and so their work lacks depth.
- Disabled pupils and those who have special educational needs are taught well. Teaching assistants are well deployed and make a good contribution to pupils' learning.
- The marking of pupils' work is effective. Marking recognises good work and provides useful comments to help them improve. In lessons, teachers move efficiently between groups and individuals providing useful feedback and guidance. As a result, pupils know how well they are doing and know how to improve.
- In a few classes, the work set is not challenging and demanding enough to extend fully the learning of the most able. When this happens, pupils do not make the progress or reach the standards of which they are capable. Leaders are working to improve this element of teaching.

**The achievement of pupils** is good

- Pupils are achieving well from their starting points. By the end of Year 6 in 2014, attainment was well above average in grammar, punctuation and spelling, and in writing. It was just above average in reading and mathematics. There are no significant differences between the achievements of different ethnic minority groups.
- Recent assessment data provided by the school show that achievement in reading is improving but mathematics trails behind reading and writing.
- In 2014, the Year 6 pupils supported by the pupil premium attained lower standards than their classmates in reading, writing and mathematics. These pupils were about 11 months behind in mathematics and writing, and about eight months in reading.

- When they are compared to other pupils nationally, disadvantaged pupils at Ravensdale were about 11 months behind in mathematics, seven months in reading and four months in writing. However, pupils supported by the additional funding are making good progress from their individual starting points. In some years groups, the gaps in attainment have been closed.
- In 2014, the proportion of Year 6 pupils attaining the higher levels was above average in grammar, punctuation and spelling, and in writing. Average proportions attained the higher levels in reading and mathematics. Leaders and staff are striving to ensure that the most able are extended but there are still times in lessons where this is not the case.
- Disabled pupils and those who have special educational needs make good progress. They receive well-focused and specific support that meets their needs.
- Pupils achieve well in reading. The proportion of pupils that reached the required standard in the Year 1 phonics check was above average in 2013. Results increased in 2014 and a well-above-average proportion attained the required standard. Pupils in Year 2 applied their reading skills well as they investigated a piece of text. They identified key facts in order to answer questions about a 'damper recipe'. Older pupils use more advanced reading skills to find useful information in topic work.
- In writing, pupils achieve well. They write for a range of purposes and in different styles. Grammar, punctuation and spelling are well developed by Year 6. Pupils in Year 6 made good progress in describing a fantasy setting in the rain forest. They were imaginative in their writing as they used adjectives, powerful verbs, similes and personification to good effect. There are good examples of pupils applying their writing skills in different areas. For example, pupils in Year 4 used their reading and writing skills well to find information and to write clear accounts of different Roman gods.
- The school is striving to raise pupils' achievement in mathematics. Pupils show clear knowledge and understanding of how to make calculations and carry out mathematical operations. Increasingly, pupils are applying numeracy skills in mathematics lessons to solve problems. The application of mathematical skills in different subjects is not yet consistently good across the school.

### The early years provision

is good

- Children start in the Nursery class with knowledge, understanding and skills often typical for their age. They make good progress in all areas of learning because they are well taught and are provided with an interesting range of activities.
- Good emphasis is placed on developing children's speaking, listening and reading skills. For example, children listen carefully to the stories that are read to them. Teachers use questioning well to check children's understanding of the story. Children are able to express opinions about the main characters and events.
- Children are making good gains in early writing skills. In Reception, they are beginning to write sentences about their learning or when retelling part of a story.
- In mathematics, children make good progress. In a session in Reception, children made good progress in using a balance to investigate how heavy different items were. They used mathematical vocabulary well such as 'heavier than' or 'lighter than'. Most-able children discovered, 'Some big things can be light' and 'Some small things can be heavy'.
- Occasionally, learning activities provided are not sufficiently challenging, especially for the most able, and can lack a clear learning purpose. Children do not progress as well as they should when this happens.
- In both Nursery and Reception, children are safe and well cared for. Adults develop good relationships with the children. Children enjoy their learning and relate well to the adults and to other children. Children's good behaviour supports their learning well.

- The early years area is well led and managed. There are effective systems for checking and recording children's attainment and progress. The progress of children is checked and information is used well to inform planning.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103682
<b>Local authority</b>	Coventry
<b>Inspection number</b>	453187

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	466
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	William Day
<b>Headteacher</b>	Robert Matthews
<b>Date of previous school inspection</b>	24 March 2011
<b>Telephone number</b>	02476 444966
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