

Ravens Wood School

Oakley Road, Bromley, Kent BR2 8HP

Inspection dates

25–26 April 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher and other senior leaders provide strong leadership. They have maintained good-quality teaching and pupils' good outcomes since the previous inspection.
- Leaders and governors are ambitious for the school. They have a good understanding of the school's strengths and the areas that still need development.
- Pupils' attendance is above the national average and pupils enjoy school.
- The sixth form is good. Sixth-form students attend regularly. They make good progress on both academic and vocational courses.
- Pupils make particularly good progress in English, languages and humanities. Pupils' examination results in these subjects are above national averages.
- Progress in GCSE science is not as strong, because teaching in science is not as effective as in other subjects.
- The curriculum engages pupils' interests and is broad. Pupils of all abilities have opportunities to develop their personal and social skills through an excellent extra-curricular programme.
- Leaders and teachers check pupils' progress regularly. Pupils identified as being at risk of falling behind receive additional support and catch up.
- Pupils behave very well in lessons and around the school. They are respectful and articulate.
- Overall, pupils who have special educational needs (SEN) and/or disabilities make good progress.
- Generally, disadvantaged pupils do not make as strong progress as other pupils because the support they receive is not tailored closely to their needs.
- The opportunities for pupils to develop their writing across a wide range of subjects is limited. As a result, pupils' writing is not as strong as their speaking and reading skills.

Full report

What does the school need to do to improve further?

- Ensure that pupils make strong progress in science.
- Ensure that pupils are provided with opportunities across the curriculum to improve their writing skills.
- Ensure that the difference between the progress of disadvantaged pupils and that of other pupils diminishes rapidly.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and school leaders have an ambitious vision for the school. This is shared by all staff, who have high expectations for what pupils can achieve. Areas for improvement from the last inspection have been addressed.
- Leaders have a good understanding of the strengths of the school and areas that still need to improve further. They recognise that 2017 GCSE outcomes were not good enough, for example, for disadvantaged pupils and in science. Effective action is being taken by leaders to address this.
- Senior leaders track pupils' outcomes closely. They work with other schools to check that the school's assessment information is accurate. Middle leaders understand the school's priorities and take responsibility for driving forward improvements in their areas of responsibility.
- Teachers speak highly about the many opportunities they are given to develop their practice. Staff who are new to the profession feel valued and supported, and enjoy their work.
- The Year 7 literacy and numeracy catch-up funding is used well. Year 7 pupils who joined the school with low prior attainment make strong progress.
- The curriculum contributes successfully to pupils' progress, behaviour, personal development and welfare. The curriculum provides a wide range of courses, including work-related subjects that prepare pupils well for the next stage in their education, training or employment.
- The school is rightly proud of the inspiring and wide-ranging extra-curricular programme it provides. These activities enable pupils to develop additional skills and qualities. The vast majority of pupils take part in these enrichment opportunities. Pupils spoke with enthusiasm about a recent rugby tour to South Africa, performing in the school's production of 'Bugsy Malone', and taking part in poetry recitals.
- British values are strongly promoted through assemblies and tutor-time activities. Pupils learn about other faiths, cultures and equal opportunities. Their sense of tolerance and right and wrong is well developed.
- Spiritual, moral, social and cultural development is a strength of the school. Pupils are mindful and thoughtful about the needs of others. They develop quickly into young, caring adults.
- Pupil premium funding is used to support disadvantaged pupils. Leaders check that the money spent is making the best difference to improve pupils' outcomes.

Governance of the school

- Those responsible for governance are determined to ensure that all pupils achieve the best they can. They are clear about their statutory responsibilities. They provide an appropriate level of challenge and support to senior leaders.
- Governors understand their responsibility in relation to safeguarding pupils and have

received appropriate training. Frequent reviews of safeguarding procedures ensure that pupils' welfare is at the heart of the work of the school.

- Governors are considerate of the health and well-being of the school community. Staff are welcoming of the range of initiatives that have been put in place.

Safeguarding

- The arrangements for safeguarding are effective and meet statutory requirements.
- Leaders ensure that there is a strong safeguarding culture in the school and that all staff know and understand their responsibilities in relation to keeping pupils safe. Staff receive appropriate safeguarding training, including about the 'Prevent' duty and how to identify pupils who may be at risk of exploitation.
- Working relationships between staff who have specific safeguarding responsibilities and outside agencies are strong in order to safeguard pupils' welfare. Staff work effectively with parents, carers and external agencies when pupils need support.
- Pupils say that they feel safe and are sure that any concerns they raise will be dealt with swiftly. They speak with confidence about the many ways they are taught to keep safe, for example, when finding themselves in difficult situations.

Quality of teaching, learning and assessment

Good

- Teachers know pupils' starting points and use the information to plan tasks that meet the needs of all pupils, including the most able and those who have SEN and/or disabilities.
- Teachers have high aspirations for their pupils. The depth of teachers' subject knowledge helps to extend pupils' understanding. This leads to pupils' good progress over time.
- Teachers' feedback and guidance to pupils on how to improve their work follow the school's policy. Pupils' homework is used well to engage pupils and extend their learning beyond the classroom.
- Pupils generally take pride in their work, although assessment folders are typically better presented than exercise books.
- The school has a clear assessment policy and pupils are assessed several times throughout the school year. Pupils' work is checked against that of other pupils in different schools to ensure that teachers are assessing accurately. Those pupils who fall behind are given additional support in order to make improved progress.
- Pupils read well, the majority with accuracy and fluency. Written work is less well developed because opportunities for extended writing are limited across the curriculum. Leaders have put strategies in place which are beginning to have an impact on improving the quality of writing.
- The school's drive to improve the quality of teaching and learning is having a positive impact in the large majority of lessons. For example, the introduction of 'hook, line and thinker' in classrooms, to develop knowledge and understanding, is engaging pupils in their learning.

- However, there are still variations in the quality of teaching within subject areas, for example in science. Some teaching does not enable pupils to deepen their understanding, which limits their progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Teachers have high expectations of pupils' academic resilience. The majority of pupils are confident and keen to participate in a wide range of learning situations.
- The school prepares pupils for life in modern Britain, including through assemblies and the curriculum. For example, pupils learn about the British values of democracy and the rule of law through discussions in history.
- Leaders have introduced the school's values of 'Culture, Character, Currency', which together are effective in promoting pupils' dignity, integrity and self-esteem. Pupils said that they follow these principles to guide them in their approach to school life and learning on a day-to-day basis.
- Pupils receive effective and impartial careers advice and guidance, which support them when they make important decisions about their futures. They speak highly of the quality of the work-experience placements they undertake.
- The vast majority of pupils told inspectors that that they feel safe in school and know how to keep safe, for example online. They are very clear that staff in school would help them if they had any problems. Pupils say that bullying is rare, and that if it does happen, it is dealt with effectively.
- The overwhelming response to Parent View, Ofsted's online survey, was very positive about the school. One parent typically said: 'Our son is stretched academically and has been given numerous opportunities in drama and sports. We could not be happier with our choice.'

Behaviour

- The behaviour of pupils is good.
- Leaders have put effective systems in place to help teachers manage the behaviour of pupils effectively. Most pupils are clear about the school's expectations of their conduct when in school and when representing the school in the community.
- Pupils are very polite, courteous and respectful when speaking to staff and visitors to the school. As one pupil said, 'This school is helping us become gentlemen.'
- Pupils who attend alternative provision behave well and attend regularly.
- The number of pupils who are excluded from school is below the national average. This is because pastoral support for pupils' personal development encourages pupils to manage their behaviour effectively.
- Whole-school attendance is above the national average. Strategies to secure good

attendance are effective because the proportion of pupils who are regularly absent from school is reducing.

Outcomes for pupils

Good

- Pupils' outcomes are good because the quality of teaching, learning and assessment over time is strong. Pupils' work shows that pupils make consistently good progress across most subjects at all key stages.
- Pupils are well prepared for the next stage of their education, training or employment because they take appropriate qualifications and achieve well.
- GCSE results in 2017 show that boys' progress overall in their best eight subjects was in line with the national average for boys, and their attainment was higher than the national average.
- GCSE results in 2017 show that pupils made particularly good progress in English, languages and humanities, but progress was not as strong in science.
- In the 2017 GCSE examinations, the progress of pupils in mathematics was weak, after being a strength of the school. Leaders have taken action to address this dip in performance, and the school's assessment information shows that overall, current pupils make good progress.
- Pupils who have SEN and/or disabilities make similar good progress compared with their peers, regardless of their starting points.
- The progress of disadvantaged pupils in Year 11 in 2017 was below the national averages for other pupils. In 2017, disadvantaged pupils performed less well across the curriculum. The school's current assessment information suggests that the difference between the progress of disadvantaged pupils and that of other pupils is diminishing, but the progress of disadvantaged pupils remains a key priority for improvement.

16 to 19 study programmes

Good

- The leadership of the sixth form is good. Leaders have a clear understanding of the strengths and areas that need improving.
- The quality of teaching in the sixth form is good. Teachers plan effectively for the needs of the students. Across a range of subjects, students are confident in their learning. The high quality of students' written work reflects their commitment to their studies.
- Feedback provided to students is detailed and in line with school policy. In the sixth-form study areas, students' behaviour is excellent. They are hard working and mature in their study habits.
- Students are enthusiastic about school and, as a result, their attendance is high. They value the support and guidance they receive from teachers.
- In 2017, students' progress on A-level courses was in line with the national average. Progress on vocational courses was above the national average. Students who need to develop English and mathematical skills achieve well in the sixth form and make good

progress with their GCSE qualifications.

- The many different courses available in the sixth-form curriculum meet the needs of a wide range of students.
- Safeguarding is effective in the sixth form and students feel safe. Staff provide students with information and support them to become independent young adults, including in matters of road safety, the dangers of drug misuse and alcohol awareness.
- The majority of sixth-form students take part in a wide range of enrichment activities that enable them to develop their skills and interests. These include sports tours, volunteering and performing arts events.
- Students are excellent role models for younger pupils in the school. They develop leadership skills through helping in classes, mentoring and assisting with extra-curricular clubs.
- Students receive helpful careers information about university applications, apprenticeships and employment opportunities. The majority of them complete a work-experience placement. Students said this helps them to make well-informed decisions about their future.
- More students than the national average go on to higher education or apprenticeships when they leave school.

School details

Unique reference number	136517
Local authority	Bromley
Inspection number	10047924

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

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 19
Gender of pupils	Boys
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,537
Of which, number on roll in 16 to 19 study programmes	401
Appropriate authority	Board of trustees
Chair	Jeremy Allen
Headteacher	Sally Spence
Telephone number	01689 856050
Website	www.ravenswood.bromley.sch.uk
Email address	scs@rws.uk.net
Date of previous inspection	11 March 2015

Information about this school

- The school converted to an academy in April 2011. It is part of the Impact Multi Academy Trust.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils who have SEN and/or disabilities is below the national average.
- The school uses one alternative provider, which is the Bromley Trust Academy.
- The school meets the government's current floor standards.

Information about this inspection

- Inspectors observed learning in a range of subjects throughout the school. Inspectors reviewed pupils' work. They observed pupils' behaviour during break- and lunchtimes, and at lesson changeover times, in assembly and during registration.
- Documentation, policies and the school's practice were scrutinised, in particular with regard to behaviour, bullying, safeguarding, welfare, and health and safety.
- Inspectors held meetings with the headteacher, the governors and several members of the school staff.
- Inspectors spoke to pupils informally and formally, including during visits to classrooms.
- The inspection considered the views of 289 parents who replied to Parent View, Ofsted's online survey.
- Inspectors considered the views of 63 staff and 65 pupils who completed Ofsted's respective online surveys.

Inspection team

Sarah Parker, lead inspector	Her Majesty's Inspector
Vikram Gukhool	Ofsted Inspector
Stephen Adcock	Ofsted Inspector
Jenny Gaylor	Ofsted Inspector
Gloria Lowe	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018