



Ravensthorpe Church of England Voluntary Controlled Junior School

Inspection Report

Unique Reference Number 107699
LEA Kirklees
Inspection number 277814
Inspection dates 8 March 2006 to 9 March 2006
Reporting inspector Mr Robert Robinson CfBT Lead Inspector

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

Type of school	Primary	School address	Myrtle Road
School category	Voluntary controlled		Ravensthorpe
Age range of pupils	7 to 11		Dewsbury, West Yorkshire WF13 3AS
Gender of pupils	Mixed	Telephone number	01924 326610
Number on roll	384	Fax number	01924 326611
Appropriate authority	The governing body	Chair of governors	Mr K Rawson
Date of previous inspection	16 June 2000	Headteacher	Mr C Lockwood

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a larger than average sized junior school. Nearly all pupils are of Pakistani backgrounds with few pupils of white British backgrounds. The proportion of pupils whose first language is not English is high. A very small number of pupils are refugees. The socio-economic circumstances of the area are well below average, as is attainment on entry. The proportion of pupils with learning difficulties and/or disabilities is above average and five pupils have statements to provide for their special educational needs.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Ravensthorpe Junior's overall effectiveness is good and it serves its community well. This judgement agrees with the school's view. The school provides good value for money and has good capacity to improve. The headteacher and deputy headteacher lead the school well and are supported effectively by other staff. Governance is satisfactory. Individual governors fulfil their roles and support the school well but the high number of vacancies for governors restricts the governing body's effectiveness.

Pupils achieve well because of good teaching and a well planned, interesting curriculum. However, standards by the end of Year 6 are below average in English and mathematics though about average in science. Pupils' personal development is good, although attendance rates and punctuality are unsatisfactory. Pupils enjoy lessons and behave well. Most parents are appreciative of the education provided for their children. However, some parents do not realise that absences from school and not ensuring their children arrive on time for lessons will adversely affect their education. Improvement since the last inspection is good.

What the school should do to improve further

- Improve standards in English and mathematics by:
 - making best use of assessment information to help set and monitor challenging targets for pupils
 - improving the consistency of marking so that pupils have a clearer view of how they can improve
 - providing more opportunities for pupils to work independently or in small groups to practise new learning.
- Help parents to appreciate the importance of good attendance and punctuality.
- Encourage parents and members of the local community to be more involved in the governance of the school.

Achievement and standards

Grade: 2

Pupils achieve well because teaching is good. However, because of pupils' well below average starting points and some pupils' poor attendance, standards by the end of Year 6 are below average in English and mathematics. Standards in science are close to average. Pupils do well in science in the national tests because skilful teaching prepares them well. Pupils are adept at learning scientific facts and subject language and have ample opportunities to engage in practical investigations. In recent years, standards in English, mathematics and science have started to rise and school records show that pupils make good progress from a low starting point. Pupils' performance in the 2005 national tests was the highest recorded since the last inspection. The good quality of teaching, pupils' good attitude to learning and the grouping of older pupils

into classes of similar levels of attainment for English and mathematics are helping all pupils, including those with learning difficulties and/or disabilities, to make good progress. The very high numbers of pupils learning English as an additional language and the minority of pupils who are of white British background achieve well because they are given good support from teachers and teaching assistants. The realistic targets set for pupils to reach in English and mathematics in the 2005 national tests were exceeded and are also likely to be achieved in 2006.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, is good. Pupils say that they feel safe and secure in the school. Members of the school council take their responsibilities seriously. They have worked very hard on the promotion of a charity appeal following a recent earthquake in Pakistan. Pupils are proud to take on responsibilities to assist the smooth running of the school, such as the role of house captains, playground centurions, or acting as classroom monitors. Recently introduced lunchtime play activities extend pupils' collaboration and enjoyment.

Pupils behave well and enjoy lessons. The wide range of extracurricular activities and clubs are appreciated and attended well by pupils, leading to improved access to sport and an understanding of the importance of healthy lifestyles.

Attendance is well below the national average and the punctuality of a minority of pupils is poor. More than one child in every four has an attendance level below 90% despite the school's very hard promotional work with pupils, parents and external agencies.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and this is why children make good progress in both their learning and personal development. Lessons are very well planned with teachers achieving a good consistency of approach throughout the school. Success in lessons is based around the very good relationships between the adults and pupils. Teachers help pupils to build their self-confidence and self-esteem by constant encouragement. This means that there is a very good learning atmosphere with pupils concentrating on their work and being eager to take part. Teachers are very skilled at encouraging pupils to talk and learn together. Lessons are well led by teachers, but some pupils are too reliant on their teachers and are not developing effective independent study skills. The good diagnosis of what pupils need to know to succeed, and the high levels of adult support, means that pupils' individual needs are well met, but at times the extra help could be better utilised to promote small group work. Older pupils know how they learn best and teachers plan accordingly. For example, an

outstanding lesson on examination preparation concentrated on learning skills rather than cramming knowledge. Pupils' work is marked regularly and some of the feedback to pupils is excellent, but there is inconsistency between classes. Some of the marking lacks sufficient reference to how the work can be improved.

Curriculum and other activities

Grade: 2

The curriculum is good. It matches the interests of all pupils well and fully meets requirements. Particularly strong emphasis is placed on developing pupils' skills in English and mathematics. As a result of good investment and training, information and communication technology is used regularly in lessons to add interest and enliven learning. Teachers plan well to develop pupils' literacy skills in other subjects. Learning is enriched well through carefully planned topics linking together all subjects of the National Curriculum. Visitors and visits, including a residential experience for older pupils, are used effectively to provide an extra dimension to learning. A good range of out of school activities adds enjoyment to learning, such as sporting, recorder and gardening clubs. Pupils' maturity and understanding of healthy lifestyles are developed well through emphasis on personal, social and emotional development and citizenship. Innovative practice, such as providing opportunities for pupils to consider and to practise working in their preferred learning styles, is helping older pupils to gain confidence and interest in learning, as well as to prepare them well for the national tests.

Care, guidance and support

Grade: 2

The quality of care, guidance and support for all pupils at the school is good. Effective and relevant support, welfare and guidance are provided for minority ethnic groups, refugees, vulnerable children and children in public care. Also, the very high proportion of pupils at the school who are learning English as an additional language and the above average proportion of pupils with learning difficulties and/or disabilities receive similar good support.

Good child protection procedures are in place and appropriate checks are made on staff new to the school. Health and safety arrangements are good. Risk assessments are carried out thoroughly, such as before school trips. Pupils' performance is monitored regularly and care is taken to support children who need to improve their work further. As a result, pupils make good progress. Although annual reports to parents correctly focus on what pupils know and can do, limited written information is given of what pupils need to do to improve.

Leadership and management

Grade: 2

The quality of leadership and management is good. The headteacher provides strong purposeful leadership and has developed an effective team of senior staff. He has

created an atmosphere in which all at the school feel valued, cared for and respected. The headteacher is extremely successful at attracting and making good use of extra funding. The school is now a bright, vibrant learning environment that is very well staffed. The school self evaluates successfully. Subject leaders share a common view of how they evaluate the quality of teaching and pupils' work. They take well considered steps to make improvements. The school uses external consultancy well. For example, outstanding leadership of numeracy developments has benefited from the work of a consultant and links with a network of schools. This has resulted in continuing improvements in mathematics. The school regularly and thoroughly assesses how well pupils are doing, but does not consistently collate and use this information efficiently. The governors are supportive of the school and fulfil their statutory roles. However, they rely too heavily on the headteacher for information and decision making. The governing body's effectiveness is restricted by its many unfilled vacancies. At present, it does not have governors from the majority ethnic group in the area and parents are under-represented. The good leadership and management of the school show that the school has a good capacity for further improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school.

What we liked most about your school

- We are pleased that you behave well and work hard in lessons and all get on so well together.
- We are glad that you are taught well so that you make good progress in your learning.
- The headteacher and staff look after you well and know how to make your school better.

What we have asked your school to do now

- We want you to work with teachers to improve standards in English and mathematics.
- A few of you are arriving late for lessons and not attending school often enough. So, we have asked the school to work with your parents to try to make sure you arrive at school on time and to attend school unless you are ill. This will provide you with more opportunities to learn.
- We would like more of your parents and other members of the local community to become governors of the school.

We appreciated talking to you about your work and watching you learn, we wish you well for the future.