



# Ravensdale Junior School

## Inspection Report

**Unique Reference Number** 112760  
**LEA** City of Derby LEA  
**Inspection number** 279010  
**Inspection dates** 19 October 2005 to 20 October 2005  
**Reporting inspector** Mrs. Gill Broadbent LI

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

<b>Type of school</b>	Junior	<b>School address</b>	Devonshire Drive
<b>School category</b>	Community		DE3 9EY
<b>Age range of pupils</b>	7 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01332 512 373
<b>Number on roll</b>	284	<b>Fax number</b>	
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Chris Smart
<b>Date of previous inspection</b>	10 January 2000	<b>Headteacher</b>	Mr. Dave Cooper

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 19 October 2005 - 20 October 2005	<b>Inspection number</b> 279010
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This school is situated in a pleasant residential area of Derby. It is popular and attracts four out of 10 pupils from a wider area. Most pupils enter the school from the adjoining infant school. The percentage of pupils entitled to receive free school meals is well below the average for all primary schools. An above average number of pupils come from minority ethnic backgrounds. A small group of Japanese pupils are in the early stages of learning English. The proportion of pupils with learning difficulties or disabilities is below average. The standard of pupils' work on entry to school is above average.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

Inspectors judge that the school's overall effectiveness is satisfactory and disagree with the school's judgement that it is good. They agree that several aspects of the school are good. Standards are above average and pupils' achievement is satisfactory overall. In English, fewer more able pupils achieve above average standards in writing than in reading. Leadership and management are satisfactory and the monitoring and review of the school's work are satisfactory overall. However, these need to be even more efficient to ensure greater effectiveness, and especially to ensure that the information about the pupils' progress is used to plan work. The school provides satisfactory value for money. The curriculum is good and is considerably enriched by providing a variety of opportunities for pupils to take part in the arts and sporting activities. Parents and pupils hold the school in high regard. They particularly appreciate the school's strong commitment to encourage the pupils to lead healthy lives. The personal development and well being of pupils is good. The school liaises closely with the neighbouring infant school to identify pupils with particular needs so that they can be catered for effectively. Teaching is satisfactory overall. The school's assessment, monitoring and evaluation systems are cumbersome and prevent them from robustly evaluating the impact of the school's work. The school has made improvements since the last inspection and demonstrates a satisfactory capacity to improve further.

### **What the school should do to improve further**

- Raise achievement, particularly in English by ensuring that the more able pupils are sufficiently challenged, especially in writing. - Conduct the monitoring and evaluation of the school's performance with greater rigour and efficiency to enable all teachers to track pupils' progress closely and adapt their work accordingly

## **Achievement and standards**

### **Grade: 3**

Standards in English, mathematics and science are typically above average. Taking account of the standard of pupils' work on entry which is above average, their achievement is satisfactory. In 2004, pupils' progress dipped, particularly in English and science. The latest results show an improvement in mathematics and to a lesser extent science, but English standards have still not improved. In particular, the more able pupils are not progressing as much as they could in their writing. The school sets reasonable targets but has missed them for the last two years, albeit narrowly in mathematics and science. Japanese pupils learning to speak English as an additional language make rapid progress and their achievement is good. Pupils with special educational needs meet their challenging targets and achievement is good.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. There is a strong sense of community within the school and pupils develop many skills that prepare them well for their future. They have positive attitudes to learning that are reflected in their good behaviour and their very regular attendance. Pupils' spiritual, moral, social and cultural development are well catered for. In the playground, pupils from different social and ethnic backgrounds play happily and show consideration for each other. Pupils say that bullying is rare and that they feel secure in the knowledge that such incidents are treated seriously and promptly. In lessons and around the school, pupils readily take responsibility and initiative and enjoy problem-solving and collaborative working. Through their very active school council, pupils have really influenced school life and the community. They take very seriously the need to develop healthy lifestyles. School councillors were instrumental in obtaining more healthy options such as a salad bar at lunchtimes and provided guidance to parents and children on healthy packed lunches. Pupils also enjoy learning about the many cultures and beliefs that make up modern society through their studies and visits, for example, to different places of worship. They recalled with much enthusiasm their learning about Japanese cultural traditions from a theme day in the summer.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Some of the teaching is good, particularly in mathematics, but its quality is not consistent. Most lessons are planned well and guided by clear objectives for what pupils are to learn. Pupils enjoy lessons when teachers provide opportunities for them to be creative and to solve problems, especially in science, mathematics and design and technology. This helps prepare them well for their future working lives. Pupils of all abilities acquire good numeracy skills and say they much enjoy the variety and challenge of the activities provided. In a Year 6 mathematics lesson, more able pupils relished the opportunity to demonstrate their good mental calculation skills. Their teacher's regular checks on their understanding ensured that no one was left behind. However, in English, the more able pupils are sometimes not challenged enough by the work they are given and do not progress as well as they could, especially in writing. Japanese pupils are well supported by bi-lingual assistance in class and make good progress. Pupils with learning difficulties and disabilities are supported and guided effectively in small groups and within class and make good progress. Marking is regular and pupils appreciate the feedback they receive to guide their next steps. They know their curriculum targets for English and mathematics and find them helpful. These have recently been simplified to aid their use, but it is too soon to see their impact in improved standards.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and it supports the pupils' learning well. Statutory requirements are met and there is good provision for the pupils' personal, social and health education. The school day is well organised and there is a good balance of time across subjects for pupils of all ages. The imaginative use of the numeracy strategy has supported the pupils' learning well but more could be done to make literacy lessons more interesting. The curriculum is well planned to make links between subjects. For example, in Year 6 the pupils use information and communication technology to help them with their design work. The staff ensure that the curriculum is enriched by a good range of clubs, by visitors to the school as well as a series of special days. A recent Japanese Day was hailed as a great success by all concerned. These events are well supported and help to make learning exciting. The older children take delight in learning French and are very enthusiastic about the range of opportunities to visit places of interest.

## **Care, guidance and support**

### **Grade: 3**

This aspect of the school's work is satisfactory. Robust procedures are in place to ensure pupils' safety and security, such as child protection, staff security checks and health and safety procedures. Parents feel their children are well-cared for and pupils report that they feel safe and secure. Standardised tests and other assessments, mainly in English and mathematics, are used to monitor pupils' academic progress towards their targets for each year. Additional support is provided, such as booster classes, particularly for the less able pupils. However, the use of cumbersome paper records of these assessments constrains the efficient tracking and analysis of patterns in pupils' progress to guide the school's work. It also affects their use by managers across the school. Consequently, the systems are not sufficiently broad in scope or robust, a weakness the school is aware of. In contrast, a strength is the assessment and planning of provision for those pupils with learning difficulties or disabilities. Good use is made of expert advice from external agencies and effective links with the infant school help to ensure appropriate provision is made for them and staff are well-trained to meet their needs.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Day-to-day running of the school is good so that it runs smoothly and harmoniously. There is a positive ethos where staff work well as a team and contribute much to pupils' good personal development and well being. The school's cycle of monitoring and review takes account of the views of parents and pupils. Parents are encouraged to, and do, play an active part in the work of the school. Although the school compares its standards with other schools, too little attention is given to analysing and evaluating pupils' progress to provide a realistic assessment of how far the school's actions help pupils to make progress. Subject

leaders play a more influential role in developing their subjects, a weakness at the time of the last inspection. For example, leaders and managers at all levels monitor how well subjects are taught, but the analysis of patterns in pupils' achievement needs developing further and linking more closely to school priorities. Governors are supportive but their involvement in the school's cycle of self-review is not rigorous enough. Given the improvements made since the previous inspection, particularly in the curriculum and personal development of pupils, the school demonstrates a satisfactory capacity to improve further.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	1	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	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 helping us to find out about your school when we visited. This letter is to tell you some of the important things we saw and heard about. We were very impressed by the caring way all the staff look after you and encourage you to lead safe and healthy lives. They listened to you when the school council asked for a salad bar at lunchtime and helped you to get one. Parents got involved too and helped you to grow food in your own garden. We noticed how well you behave and are trusted to take on responsibilities around the school and work on your own. All the members of staff work hard as a team to provide you with lots of different activities. You told us how much you enjoy and appreciate them, so it is not surprising that you are all keen to get to school. Teachers make sure that you make steady progress. Teachers spend a lot of time planning lessons that are interesting to help you to improve. They explain what you are to learn carefully, mark your work and tell you how you can improve. In some lessons they make you think really hard. Teachers and teaching assistants effectively help those of you who find learning difficult or who are new to the country. We have suggested, and the teachers agree, that they can help you do even better if they improve how they track your progress to make sure that you are all really challenged. The teachers know that you find literacy less fun and want to help you do better, especially with writing. The special days you hold such as Japanese Day sound really exciting and you are lucky to have so many clubs to go to.