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Mrs J Ellis
Ravensdale Primary School
Ravensdale Road
Coventry
West Midlands
CV2 5GQ

Dear Mrs Ellis

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on Wednesday 10 February 2010 and for the information which you provided during my visit. I would also like to thank the pupils who took time to meet with me over lunch and the Chair of the Governing Body whom I spoke to by telephone.

Since the previous inspection, there have been a number of changes in the staffing situation. A new headteacher took up post in September 2009, as did three classroom teachers. A newly qualified teacher requested early release from their contract and left prior to Christmas 2009. Currently, there are two teachers on maternity leave, one of whom is an assistant headteacher. The deputy headteacher who took up post in April 2008 teaches for two days every week in the absence of the assistant headteacher. The leadership team was re-structured in September 2008.

As a result of the inspection on 20 March 2008, the school was asked to:

- make sure that all pupils consistently make the progress of which they are capable
- closely match teaching to all pupils' needs and raise expectations of the standards they are capable of attaining
- sharply analyse the influence of teaching and the curriculum on pupils' attainment and progress, and take swift action to rectify weaknesses
- use data to set attainment targets that are both realistic and challenging and focus on the most important priorities for reaching them.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.



Attainment is average at the end of Key Stage 2. In 2009, pupils' attainment was well above the national average in mathematics and science. In English, the attainment of more able pupils was lower than that nationally. The quality of learning and the progress made by pupils are satisfactory overall. Data compiled by the school shows that pupils in Years 3, 4 and 5 are not making as much progress as they could. Better progress is being made in other years.

Rigorous processes have been put into place enabling school leaders to accurately evaluate the impact of the curriculum in meeting the needs of all pupils. As a result, a more creative curriculum has been developed for pupils. The recently introduced elements of this carefully structured curriculum ensure that English and mathematics are at the core of learning and build upon prior learning through a skills-based approach. School leaders have worked decisively to strengthen the quality of teaching in lessons although this has not fully impacted on improving pupils' overall progress. Inconsistencies remain within teaching. In some lessons, pupils are not sufficiently challenged by the tasks set by teachers. Some class teachers identify how pupils can improve in their work; this is recognised by pupils as helping them to learn. Some pupils are aware of their specific learning targets. Changes are being made in the use of data for pupil tracking so that all teachers are held to account for the progress made by pupils in their class. The system used by the school was not previously having sufficient impact on enabling teachers to ensure that all pupils made the progress of which they were capable. The headteacher provides staff with focused support ensuring they are well placed to use appropriate strategies in their teaching to enable all pupils to reach their targets. Targets set recently, following careful analysis of how much progress pupils are capable of making, are aspirational for pupils and teachers.

The school is well supported by the local authority in working towards a number of agreed improvement priorities. The school has benefited from the work of two consultants who have enabled staff to develop their skills in the use of assessing pupil progress materials. This has resulted in staff having a better understanding of exactly what National Curriculum levels pupils are attaining and what they need to do to improve further.

The newly appointed headteacher works effectively with her team of fellow school leaders. Since arriving at the school, she has strengthened the leadership of specific subjects and this has resulted in improvements in the quality of teaching. Leaders take shared responsibility for improvement and demonstrate determination to increase the progress made by all pupils in their learning.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely



Declan McCauley
Additional Inspector

