

Ravensworth Church of England Primary School

Ravensworth, Richmond, North Yorkshire, DL11 7ET

Inspection dates 4 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Senior leaders, ably supported by those teachers responsible for subjects, have been resolute in setting a clear direction for just how successful the school can be. As a result, significant improvement has been made since the previous inspection.
- The headteacher's highly skilled leadership and management of teaching has energised the staff, enabling pupils of all abilities and needs to achieve well.
- Good teaching, well organised tasks and effective classroom support for individual pupils, ensures good and sometimes rapid progress in lessons.
- The behaviour of pupils is consistently good and is characterised by considerate and sensible attitudes in and out of lessons. They are willing to work hard and their good spiritual, moral, social and cultural development adds to their successful personal progress. Attendance is high and there are no exclusions.
- The school has an accurate view of strengths and areas for continued improvement. The strongly-led governing body are decisive and effective in identifying what needs to be done to achieve their high aspirations for the school.

It is not yet an outstanding school because

- Rapid progress and high achievement are not yet sustained over time in all subjects. Occasionally, when progress is a little more variable, tasks are not consistently matched to pupils' age, ability and needs and do not always excite curiosity enough.
- Sometimes opportunities are missed to enable pupils to apply their skills to solve even more difficult problems, especially in mathematics or present their work in more sophisticated ways. Occasionally, pupils are unclear about how to improve their work quickly.

Information about this inspection

- Inspectors observed eight lessons of which two were joint observations with the headteacher. In addition, the inspection team made a number of short walks around the school to check the quality of what is provided for pupils.
- The inspection team held discussions with: pupils; parents and carers; members of the governing body; school staff, including those with responsibilities such as leadership of subjects; and the local authority educational development adviser.
- Inspectors took account of the 17 responses to the online questionnaire (Parent View). The inspection team observed the school's work and examined a range of documentation including the school's own records of pupils' current progress, records from the observation of lessons and checking of pupils' work, improvement planning, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Clive Petts, Lead inspector

Additional Inspector

Kathleen Mullen

Additional Inspector

Full report

Information about this school

- Ravensworth Church of England Primary School is much smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for pupil-premium funding (which is provided to support the learning of pupils who are entitled to free school meals, in the care of the local authority or the children of members of the armed forces), though rising, is lower than the national average.
- The proportion of pupils whose learning needs receive the level of support known as school action is broadly in line with the national average. The proportion supported at school action plus or with a statement of special educational needs is lower than the average.
- Almost all pupils are White British. A significantly lower than average proportion of pupils is from minority ethnic groups. None are at an early stage of learning to speak English as an additional language.
- The school meets the current floor standards, which set out the government's minimum expectations for attainment and progress.
- An experienced headteacher was appointed as acting headteacher in October 2011 following a period of unsettled leadership.

What does the school need to do to improve further?

- Make certain that pupils' progress is rapid and sustained by:
 - increasing the amount of imaginative and thought-provoking practice that excites the interest of all pupils
 - ensuring that all work is even more carefully shaped to meet individual age, ability and needs
 - ensuring that pupils have a clear grasp of how they can improve their work even further
 - providing more opportunities for pupils to apply their mathematical skills to solve complex problems
 - developing more sophisticated layout and presentational skills to improve the quality and accuracy of their work.

Inspection judgements

The achievement of pupils is good

- Children start Reception with skills broadly typical for their age. They settle quickly, happily and confidently in a cheery, friendly atmosphere. Children are eager to learn and develop good levels of independence. They make rapid progress acquiring early reading and writing skills, because the teaching of letter and sound relationships has significantly improved since the previous inspection.
- By the end of Year 6, pupils attain above-average standards in reading writing and mathematics, with a consistent pattern of pupils achieving at least expected progress. This is a continually improving picture as progress quickens and the number of pupils achieving the highest levels increases, especially in reading and writing.
- Overall, disabled pupils and those with special educational needs also make good progress and achieve well. In individual cases, pupils make rapid progress developing socially and emotionally. Careful checking of pupils' development quickly identifies individual needs and accurately pinpoints any gaps in their learning which are then promptly addressed.
- The increasing use of themes linking subjects together in interesting and thought-provoking ways, for example, the Forest School initiative, provides engaging, first-hand outdoor learning and play experiences, which helps to bring learning to life. This encourages pupils to be resourceful and inventive in their thinking. Although learning activities are increasingly motivating and engaging, the range of imaginative approaches is insufficient to ensure a consistent pattern of rapid and sustained progress.
- Good and often rapid progress is being made in encouraging pupils to enjoy their reading and practise their skills. By the age of six, pupils' reading skills are a little above average for their age. Older pupils of all abilities are keen to read. They are confident discussing their reading choices and happily explain their views of an author's style or theme. At the end of Year 6 reading skills are above average.

The quality of teaching is good

- The good teaching enables pupils from a variety of starting points to learn well. This is resulting in an emerging pattern of rapid progress and high achievement, especially in writing. In classrooms, pupils' high levels of commitment and enjoyment are helping to boost progress rates. For example, pupils respond really well to the high staff expectations in the early morning assisted reading sessions, which are well-matched to individual interests.
- An increasing range of problem-solving activities and thought-provoking approaches, such as a residential experience and a visit to Beamish Museum, to support themed work, extends the range of active and practical learning. In a science lesson, pupils were observed thoroughly absorbed devising a fair test to measure the impact of friction when a car runs on a variety of surfaces. Almost all parents enjoy excellent relationships with staff and their keenness to support their children's learning adds to the school's drive for continuous improvement.
- Progress is more rapid and sustained when:
 - teacher's make clear what they expect pupils to learn
 - thoughtful lesson planning and teacher questioning is adapted to meet individual needs, enabling pupils to quickly add to their knowledge and understanding
 - imaginative approaches hold interest and provide pupils with the confidence and skills to work things out for themselves
 - staff ensure that speaking and listening are strong features of lessons.
- When teaching is less demanding and lesson pace a little more variable:
 - activities are not carefully enough tailored to capability and needs

- demands and challenges, such as in mathematics, are uneven
 - questioning does not relentlessly probe pupils' thinking
 - written feedback and help in books is insufficiently challenging.
- In Reception, children are provided with a broad range of opportunities to find things out by themselves, both in and outdoors. The firm emphasis on developing speech and language in all activities encourages early reading and writing development extremely well. The use of pupil-premium funding is contributing to the quality and richness of learning for all pupils by adding to the range of first-hand experiences and frequency of support.

The behaviour and safety of pupils are good

- Staff successfully create a happy and caring atmosphere in classrooms. All pupils are treated as individuals and boundaries for their conduct are made clear. Relationships with staff are relaxed and polite. Consequently, behaviour is good and high levels of engagement and cooperation are a feature of all lessons.
- Pupils, including those whose circumstances might put them at risk, value the support and help they receive from staff and volunteers. Staff work hard to ensure that all pupils are treated equally and any discrimination tackled promptly. This helps pupils develop tolerance, respect for difference, build self-confidence and take pride in their achievements. Classrooms are calm, orderly and happy places to work.
- In conversations, pupils demonstrate a good understanding of what represents bullying. They are confident of being able to resolve for themselves any minor disagreements that occasionally arise. Pupils add that adults are always on hand to sort out any worries or concerns they may have. They display a good understanding of what constitutes a risk or danger and are well-informed about what to do in an emergency, such as when the fire bell rings. They thrive on the responsibilities given to them, particularly those which contribute to school improvement, such as deciding how to enrich the quality of outdoor play.
- The school promotes the value of regular attendance exceptionally well. Pupils enjoy the benefits of the rewards for prompt arrival and regular attendance. Individual pupils, whose needs are sometimes complex, are extremely well supported. This includes the effective use of essential specialist support agencies.

The leadership and management are good

- Despite unsettled leadership, the 'hands-on' governing body, ably supported by teachers with subject responsibility, have been a driving force ensuring that the school improves. The passion, energy and ambition of the highly effective headteacher very quickly added to the momentum to secure rapid improvement. As a result the rate of pupils' progress and levels of achievement are continuously improving.
- Staff and volunteers are a tightly-knit team who are constantly improving and adding to pupils' skills. Systems to check pupils' progress are rigorous, enabling accurate checks on the progress and development of each pupil. Increasingly, staff are ever more skilled using the information to plan classroom tasks, although some inconsistencies in practice remain.
- The regular checking of teaching performance is accurate with staff training programmes closely linked to areas identified for further improvement. Effective use is made of local authority specialists to increase the range of staff skills. Staff performance goals are closely matched to boosting pupils' achievement, with rewards linked to raising standards. Senior leaders have a detailed view of how well the school is doing and what needs to be done to sustain rapid improvements.
- The constantly developing good curriculum is sharply focused upon extending basic skills. Increasingly, subjects are seamlessly blended together with good opportunities for pupils to practise their skills. It provides really well for the pupils' personal development and encourages

pupils to use their initiative.

- Excellent links with the local community provide valuable opportunities for pupils to boost their achievement, for example, writing an advent poem in preparation for the nativity performance in the nearby parish church. Staff work hard to ensure that all pupils are involved and can achieve success equally well. Increasingly positive engagement of parents in their children's learning is consolidating their confidence and trust in the school's performance.
- Safeguarding arrangements meet requirements, with much good practice underpinning the good and often high quality of care and support for pupils.
- **The governance of the school:**
 - The passionately led and committed governing body supports and holds the school to account in evenly-balanced ways. In conversations their high aspirations and ambition for the school are plain to see. They demonstrate a very secure grasp of school performance and make significant contributions to accurate school self-evaluation, including the checking of how well those supported by pupil premium are achieving. They work very successfully with a pro-active local authority and make effective use of the available specialist support and funding to improve the quality of pupils' learning.

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

Unique reference number	121511
Local authority	North Yorkshire
Inspection number	402034

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	63
Appropriate authority	The governing body
Chair	Julie Cooke
Headteacher	Andy Syers
Date of previous school inspection	12 May 2010
Telephone number	01325 718375
Fax number	Not applicable
Email address	admin@ravensworth.n-yorks.sch.uk

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