

Ravensworth Church of England Primary School

Inspection report

Unique Reference Number	121511
Local Authority	North Yorkshire
Inspection number	339959
Inspection dates	12–13 May 2010
Reporting inspector	Janet Bennett

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	68
Appropriate authority	The governing body
Chair	Mrs Lynne Wallis
Headteacher	Mrs Hilary Alcock
Date of previous school inspection	20 March 2007
School address	Ravensworth Richmond North Yorkshire DL11 7ET
Telephone number	01325 718375
Fax number	01325 718375
Email address	admin@ravensworth.n-yorks.sch.uk

Age group	4–11
Inspection dates	12–13 May 2010
Inspection number	339959

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited five lessons and observed three teachers. In addition, they scrutinised pupils' work. Meetings were held with governors, staff and groups of pupils. Inspectors observed the school's work and looked at its policies, teachers' plans and school improvement planning. The team analysed 22 questionnaires from parents and carers, together with those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rate of progress that pupils make throughout the school
- the way in which teachers plan activities that match pupils' abilities
- the extent to which pupils are given guidance to help to improve their learning.

Information about the school

Ravensworth Church of England Primary is a smaller school than average, with three mixed-age classes. Only a few pupils are known to be eligible for a free school meal. All are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is about half the national average, whilst the proportion with a statement of special educational needs is broadly average. Early Years Foundation Stage provision is made for children in the mixed Reception, Year 1 and Year 2 class. The school has recently experienced a number of staff changes.

Childcare is not provided on the school site. The school has gained a number of awards including Inclusion Quality Mark, Bronze Eco-School and Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory education. Parents and carers value the care and support that their children receive in this friendly and inclusive school. Pupils appreciate the encouragement they receive from staff, who recognise and celebrate their individual talents and achievements. They feel safe in school because they have trust in the adults to look after them.

Pupils make satisfactory progress from their respective starting points and by the time they leave at the end of Year 6, their attainment is above average. Teachers plan work which interests and engages pupils in purposeful activities, but there are variations in teaching and learning across the school. Progress accelerates in Key Stage 2, where pupils receive precise guidance which helps them to understand their learning and what they need to do to improve. Progress is satisfactory in the Early Years Foundation Stage and in Key Stage 1, where activities do not always challenge children to extend their skills and where teachers do not use questioning and demonstration consistently to embed new learning.

The school provides a good range of opportunities for learning within and beyond the school. These contribute well to pupils' enjoyment of learning and deepen their understanding through first-hand experiences.

Professional development has focused upon improving the skills of leaders with a view to extending monitoring and evaluation beyond the headteacher. Recent changes in staffing have impacted on this and slowed the progress towards this priority.

Nevertheless, the headteacher has an accurate understanding of the school's main priorities for development and action taken is improving pupils' progress. She provides feedback to staff from monitoring which indicates the areas for development, but this does not consistently identify the precise action needed to bring about improvement. Consequently, there are variations in the quality of teaching across the school. Plans are in place to re-define and extend leadership roles once staffing arrangements have been finalised. For these reasons, the school has satisfactory capacity to build further upon its successes.

What does the school need to do to improve further?

- Improve the progress made by pupils in the Early Years Foundation Stage and Key Stage 1 by ensuring that planning builds consistently on prior learning.
 - Raise the quality of teaching from satisfactory to good by ensuring that questioning and demonstration are used consistently, and that pupils receive

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

precise guidance to help them to improve.

- Ensure that monitoring results in clear actions for teachers to secure improvement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

The positive relationships that exist across the school ensure that pupils grow in confidence and contribute actively in lessons. They are keen to share their ideas and to learn from each other.

The rate of progress made by pupils varies across the school. It is improving quickly and securely in Key Stage 2, where pupils receive effective guidance and are gaining confidence in using this to improve their work. However, attainment at the end of Year 2 has declined in recent years, particularly in writing. The school is currently taking action to address this, with improvements to the learning environment and the introduction of more planned opportunities for writing. The action is beginning to improve the progress of pupils in Years 1 and 2. Leaders are currently giving priority to fully embedding these changes in order to ensure that all pupils reach the challenging targets set for them by the end of Key Stage 1.

Pupils with special educational needs and/or disabilities make good progress because their needs are accurately identified and effective partnerships with other agencies ensure that they receive the support they need. The good care they receive from all staff ensures that they contribute fully in lessons and in the life of the school.

Pupils say that they enjoy school and feel safe because of the support they receive from staff. They understand about healthy living and they make an active contribution to the life of the school through the school council. Pupils attend school regularly and attendance is above average. Through the opportunities provided for working with others, pupils understand the benefits of listening to differing views and the need for agreed rules to ensure that they can play and work harmoniously together. They regularly organise events to raise money for global charities and through this are developing an understanding of cultures and communities that differ from their own. The personal skills that pupils develop and their ability to apply basic skills effectively ensure that they are well prepared for the next stage of learning and future citizenship.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The interesting activities that teachers plan contribute well to pupils' learning and enjoyment of school. In some lessons, particularly in upper Key Stage 2, questioning and the use of demonstration are used well, and pupils make good progress as a result. However, this practice is not used to the same extent across the school and, therefore, the pace of learning is inconsistent overall. Teachers use assessment information increasingly well to match work accurately to pupils' differing learning needs and to provide precise guidance to support improvement. This is beginning to improve progress, particularly in writing and for pupils in Key Stage 2, but is less well developed in other subjects and classes.

Pupils appreciate the first-hand experiences that teachers plan, including the visits and theme days. For example, Year 5 pupils talked enthusiastically about the air raid shelters they had constructed as part of their study of World War 2 and how this had helped them to understand how people might have felt at this time. The curriculum is adjusted well to meet the needs of pupils with specific difficulties and improved opportunities for writing are beginning to improve progress in this aspect of English. The opportunities for pupils to work together and to consider how their actions impact on themselves and others contribute well to their personal development. Pupils are keen to take part in the many after-school clubs and activities and effective partnerships with other agencies contribute well to pupils' understanding of keeping safe and living healthy lives.

There is a strong sense of community across the school because all adults know pupils well and take responsibility for their well-being. Consequently, pupils feel well supported, and effective partnerships with parents and other professionals ensure that

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

vulnerable pupils receive the help they need. Older pupils appreciate the guidance they receive from teachers to help them to improve their work. Parents and carers comment positively about the welcoming climate that exists in school and the openness of staff.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher knows every pupil well and this contributes significantly to the care and support they receive. She has an accurate understanding of the school's strengths and areas for improvement. Recent action taken to increase opportunities for writing and to improve the accuracy of assessment, are improving pupils' progress, particularly in this aspect of English. Systems for tracking progress are used well to ensure that those pupils requiring extra support to improve their learning receive the help they need. The school promotes equality of opportunity satisfactorily and has effective procedures for tackling any form of discrimination. Systems to evaluate the progress of other specific groups of learners in order to narrow gaps in achievement are developing. Processes are in place to regularly monitor and evaluate teaching, but recent staff changes mean that this responsibility currently remains largely with the headteacher. Nevertheless, the outcomes are used effectively to inform school improvement planning and the recent focus given to improving academic guidance has been successful, particularly in Key Stage 2. Although teachers receive individual feedback from monitoring, this does not always identify the precise action required to bring about improvement to their practice, therefore, variations in the quality of teaching remain. Governors are increasingly involved in the life of the school and in monitoring its work. They have a good understanding of the key priorities for improvement and are beginning to evaluate the impact of action taken by leaders. Safeguarding arrangements are secure and staff have the necessary skills to identify those pupils who may be at risk, in order to take action to secure their welfare. The school's contribution to community cohesion has been evaluated and actions are in place to improve further pupils' understanding of differing socio-economic and cultural groups living in and beyond Britain.

These are the grades for leadership and management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

A recent extension to the school building has ensured that children have access to an appropriate range of play opportunities both indoors and outdoors. Adults know individual children well and provide positive role models for them. They intervene sensitively to help children to work together effectively and to manage difficulties when they arise. This contributes well to children's social development. Children are enthusiastic learners who are eager to explore the world around them and to share their play with others. They have good levels of independence and select sensibly from the resources available to them. They generally use their time productively though learning slows at some activities when the space and range of equipment available restricts the quality of their play. Appropriate emphasis is given to the development of children's literacy and counting skills, which children are encouraged to apply in their play. Staff use their knowledge of children to plan activities that reflect their interests and stage of development but do not use this information consistently to ensure that activities build well on the prior learning of all children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Views of parents and carers

A minority of parents and carers made comment about the school's performance by completing questionnaires. Those who did were extremely positive about the work of the school, in particular the extent to which it contributes to their children's health and well-being. They say that their children enjoy school and they particularly value the commitment, openness and approachability of staff. The inspection supports these positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ravensworth Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 22 completed questionnaires by the end of the on-site inspection. In total, there are 68 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	64	7	32	0	0	0	0
The school keeps my child safe	14	64	7	32	1	5	0	0
The school informs me about my child's progress	11	50	11	50	0	0	0	0
My child is making enough progress at this school	9	41	12	55	0	0	0	0
The teaching is good at this school	8	36	12	55	0	0	0	0
The school helps me to support my child's learning	8	36	14	64	0	0	0	0
The school helps my child to have a healthy lifestyle	14	64	8	36	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	36	8	36	0	0	0	0
The school meets my child's particular needs	8	36	11	50	1	5	0	0
The school deals effectively with unacceptable behaviour	8	36	14	64	0	0	0	0
The school takes account of my suggestions and concerns	9	41	12	55	0	0	0	0
The school is led and managed effectively	7	32	13	59	0	0	0	0
Overall, I am happy with my child's experience at this school	11	50	11	50	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 May 2010

Dear Pupils,

Inspection of Ravensworth Church of England Primary School, Richmond, DL11 7ET

Thank you very much for the welcome you gave to me and my colleague when we inspected your school. We enjoyed working with you and looking at your work.

We think your school is satisfactory. Teachers plan activities that interest you and you told us how much you enjoy your learning. We were pleased to see how some teachers ask you questions and provide demonstrations which help you to learn new things. We think it would be good if all teachers did this, particularly those working with the younger pupils in school. We were impressed with the way in which you try to improve your writing when teachers explain clearly how you can do this. We have asked teachers to continue to help you in this way and to extend this to other subjects as well. The youngest children in school and those in Key Stage 1 enjoy the activities that teachers plan for them but these do not always help them to learn new skills. We have asked your teachers to look at ways in which they can plan lessons which will help all children to make progress in their learning each day. We have also asked your headteacher to provide advice for teachers which will help them to make your learning even better.

You have many things to be proud of. You told us you feel safe and that staff care for you well. The visits that staff plan for you and the range of after school activities help your learning and enable you to take regular exercise. We were pleased to see how well you behave and to find that you are very punctual to lessons and attend school regularly. We wish you all great things for the future.

Yours sincerely,

Mrs Janet Bennett

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.