

# Ravenscote Community Junior School

Old Bisley Road, Camberley, GU16 9RE

## Inspection dates

13–14 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils achieve extremely well. They start to make rapid progress as soon as they join the school, which is sustained until they leave. This leads to very high standards.
- The care and support provided for disabled pupils and those who have special educational needs and those whose circumstances make them at risk of not doing as well is exceptional.
- Learning is exciting because teachers make lessons challenging and interesting. Teachers always adapt their teaching when necessary to ensure every pupil succeeds.
- Pupils almost always behave well. They are caring and thoughtful towards one another and have a strong sense of belonging to the school's community.
- The curriculum is inspirational. It builds pupils' skills across a wide range of subjects and makes the school's vision of '*Engage, Enrich, Excel*' come to life.
- Leadership and management are exemplary. All leaders and governors, share the responsibility for making sure pupils get the very best opportunities and the highest quality teaching at all times.
- The headteacher supports staff to take on new responsibilities exceptionally well. As a result, the school continuously grows its own leaders who are totally committed to the school's vision. This ensures improvements can be sustained.
- Communication between the headteacher and governors is excellent. Governors hold the school rigorously to account for pupils' performance.

## Information about this inspection

- The inspection team was made up of four inspectors, one of whom inspected for the second day only.
- Inspectors observed 28 lessons or parts of lessons across the school. A number of these were observed jointly with the headteacher, deputy headteacher and four assistant headteachers. A series of short visits to classrooms was carried out with the special educational needs coordinator and an assistant headteacher to look at aspects of the school’s work.
- Inspectors looked at the work in pupils’ books with an assistant headteacher, heard some pupils read and watched an assembly.
- Inspectors met with groups of pupils and talked to pupils in lessons, in the playground and as they moved around school.
- Meetings were held with the headteacher, other senior staff, the Chair of the Governing Body and the school’s improvement adviser from the local authority. Inspectors spoke informally with other members of staff.
- Inspectors took account of the 180 responses to the online questionnaire (Parent View) and one letter written by a parent. They spoke informally to around a dozen parents as they brought their children to school at the start of the day. The 54 questionnaires submitted by members of staff were considered.
- Inspectors looked at a range of documentation which included: the school’s checks on how well it is doing and plans for improvement; evidence about how teachers are set targets to improve pupils’ progress and records of observations of the quality of teaching; minutes of meetings of the governing body; the school’s information about pupils’ progress over time; and records relating to safeguarding.

## Inspection team

Sandra Hayes, Lead inspector	Her Majesty’s Inspector
Christine Pollitt	Additional Inspector
Christine Bennett	Additional Inspector
Gail Robertson	Additional Inspector

## Full report

### Information about this school

- This junior school is much larger than the average-sized primary school.
- The majority of pupils are White British, with a small proportion from a range of other ethnic backgrounds. In 2012, the largest of these groups were from other White, Indian and mixed White and Asian backgrounds. Only a few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported by the school is a little above average.
- The proportion supported at school action plus or with a statement of special educational needs is similar to that of other schools. The main needs identified are moderate learning difficulties and emotional, social and behavioural difficulties. A few have sensory impairment or physical disability.
- Fewer than 10% of pupils are entitled to support under the pupil premium (extra funding from the government). This proportion is much lower than the national average.
- The school currently meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Build on the outstanding opportunities in the curriculum to make sure pupils use the skills of reading, writing, communication and mathematics to consistently great effect across all subjects by:
  - giving them more chances to reflect on their progress when they read, write or use mathematics in lessons in other subjects
  - helping them link their progress to the levels they are working at in English and mathematics lessons.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Pupils' attainment has been high for a number of years. Many pupils are working beyond the levels expected for their age in each year group.
- In the 2012 tests at the end of Year 6, almost all pupils reached the expected Level 4 in English and mathematics, with half reaching Level 5. A greater proportion of pupils went on to reach Level 6 in mathematics than did so in other schools in England.
- Gaps in attainment between different groups of pupils are minimal. Year 6 pupils known to be eligible for free school meals did particularly well in the 2012 tests, attaining higher standards than other pupils in the school.
- Teachers carry out detailed checks of what pupils can do when they first join the school. This process is repeated several times each year as pupils move through the school. The school's records of these checks show that all groups of pupils, regardless of their background, ethnic origin or ability, including those who are supported at school action, school action plus or through the pupil premium make good and often outstanding progress from entry to Year 3 through to the end of Year 6.
- Pupils' consistently good and, more usually, outstanding progress is evident in the work books. From their starting points, pupils show remarkable gains in their understanding of writing and mathematics.
- Pupils enjoy reading immensely. They read confidently and well to one another in class as part of lessons in a number of different subjects.
- Writing has an extremely high profile. Pupils write in a range of styles, making appropriate choices about structure, style and vocabulary. For example, pupils in Year 4 know how to improve their writing by varying the structure of the sentences.
- Pupils develop an excellent understanding of mathematics. In Year 5, for example, pupils can accurately match fractions to percentages and decimals. In Year 6 they calculate areas and perimeters of shapes using formulae.

### The quality of teaching

### is outstanding

- All teachers and teaching assistants expect the best from all pupils and do whatever it takes to make sure they achieve it. Teachers continuously reflect on how well they are teaching and look for ways to improve. They value advice enormously and act upon suggestions immediately.
- Teachers keep careful and accurate records of what pupils can do and use this to plan ambitious next steps for each pupil. Pupils almost always achieve these as they are taught so skilfully.
- Teachers work extremely well together to make sure learning is equally good for all pupils. They look for ways of making lessons as enjoyable as possible so that pupils achieve as well as they can. For example, in many lessons, inspectors observed imaginative and highly effective use of the interactive whiteboards.
- Teachers make sure pupils are absolutely clear about what they are going to learn and carefully show them how to succeed. This helps pupils feel confident and play an active part in lessons. Teachers move learning on throughout lessons using perceptive questions to check frequently that pupils understand the work, giving first-rate advice to each one as needed.
- All adults make the very best use of their time in lessons. Teachers and teaching assistants focus their attention exceptionally well to pupils in most need. They judge carefully whether to give extra help to those who find learning more difficult, or to challenge more-able pupils to learn rapidly or think more deeply.
- Marking has a striking impact on the progress pupils make, particularly in English and mathematics. Teachers make it very clear to pupils what they have done well and set them precise next steps. Pupils understand that if they follow these steps they learn quickly.

- Pupils are very good at reflecting on the quality of their work and the progress they are making. They can explain what they have done well and can suggest where they could improve their work. They have lots of opportunity to do this in English and mathematics lessons, with not as many in other subjects.
- Pupils say lessons are extremely interesting and fun and that teachers do their very best to help them learn.

### **The behaviour and safety of pupils are good**

- Pupils almost always behave in a very caring and thoughtful way towards each other, especially to those whom they see as having special needs or who need extra help. This leads to all pupils having a strong sense of feeling part of the school community.
- Teachers show high regard for their pupils' efforts in lessons. Pupils respond, on the whole, with positive attitudes to learning and good behaviour. On very rare occasions, where the teacher has not pitched the learning at just the right level for some pupils, they lose concentration and become chatty or fidgety, which gets in the way of their learning.
- Pupils' enjoyment of this school is shown in their high attendance. Many arrive early and stay late to join in the impressive range of sporting and other activities on offer.
- Pupils are almost always sensible, calm and orderly as they move around the very large school site. Most pupils readily move out of the way or open doors to let adults through. During the inspection some pupils did not do this.
- Pupils understand how to keep themselves safe. They confidently gave one inspector advice on how to use the internet safely. They say that pupils in school fall out from time to time, but teachers spend lots of time talking the problem through with both sides and this almost always prevents the situation developing any further.
- Parents and staff agree that the school keeps pupils safe and manages their behaviour well. The school has very thorough systems to check on behaviour and takes well-thought-out action where needed. It provides support for specific pupils to help them understand their own feelings and those of others. The recently opened 'Nest' provides a nurturing environment to support the most vulnerable pupils. Strategies such as the 'Circle of Friends' are successful in helping pupils understand and manage their own behavioural difficulties.

### **The leadership and management are outstanding**

- At points during the inspection, leadership was described to inspectors by parents, staff and the local authority as 'innovative', 'inspirational' and 'passionate'. And it is. The headteacher, well supported by the deputy headteacher, has the highest ambitions for the school and has worked relentlessly to make these a reality since he arrived four years ago. The school has improved significantly as a result.
- The very effective governing body supported the headteacher in undertaking a wide-ranging staffing restructure over recent years. This has resulted in exceptionally strong, consistent, sustainable leadership at all levels.
- The assistant headteachers have a precise understanding of their role and are central to the success of the school. They keep a very careful check on the progress of pupils in their assigned year group and act swiftly if any appear to be falling behind. They hold teachers rigorously to account for pupils' performance and continuously look at the quality of teaching, always expecting the best. On the rare occasions where this is not found to be the case they take immediate and highly effective action.
- The recently appointed subject leaders have been extremely well supported through the process of taking on the role and so have quickly begun to have great impact. For example, the new science leader checks teachers' planning thoroughly every week and gives them clear pointers to

make it even more effective.

- The coordinator who manages the support for disabled pupils and those with special educational needs is exceptionally effective at making sure they achieve well. She works in close collaboration with class teachers and a wide range of support staff to provide every opportunity for pupils' needs to be met, whatever they may be. She liaises to outstanding effect with outside agencies to bring in appropriate, additional expertise when needed.
- The excellent recruitment strategy and exemplary system of setting targets for teachers are key to the exceptional quality of provision and sustainability of leadership. Teachers' targets reflect the school's high ambitions for pupils' achievement alongside the direction for career development of individuals and the evolving needs of the school. As a result, many of the assistant headteachers and subject leaders have been promoted from within the school.
- Over recent months, the school has completely changed how the different subjects are organised. This new approach, known as the 'Inspirational Curriculum', offers an exceptionally enticing, interesting and informative experience for pupils. They enjoy it hugely. School leaders frequently check the quality of this approach, adapting it where necessary to make absolutely sure it is suitable for every pupil's needs. Teachers work incredibly hard to make topics as interesting and memorable as possible. A recent topic was introduced by a 'spaceship' landing on the school field. Pupils say they found this very exciting.
- Parents value the school extremely highly and are overwhelmingly positive about the quality of leadership. They raise a significant amount of money each year and work closely with the school to spend it effectively. The school takes every opportunity to further improve the way it involves parents in their children's learning. For example, there are plans in place to share more precise information with parents about their child's progress.
- The school is rigorous in ensuring pupils are safe. All records are kept meticulously and risk assessments are of high quality.
- Two years ago the local authority identified that the school was not improving quickly enough and worked in partnership with the school to implement an effective package of support for improving the quality of teaching. Teaching improved greatly as a result. More recently, the school has bought in additional advice to support the development of the 'Inspirational Curriculum'.

#### ■ The governance of the school:

- Governors have a drive and ambition to make the school the very best it can be. At each meeting they ask, 'What have we done in this meeting to improve the education for all pupils?' They have a thorough understanding of their responsibilities and statutory duties, which they manage with exceptional efficiency. They are challenging in their discussions about the value of spending decisions and the impact these have had on pupils' learning and progress. This has led to highly effective decisions about what the school spends its pupil premium funding on. For example, governors authorised the funding for additional individual tuition for pupils who find it difficult to keep pace with others in their classes. This has helped them to catch up and keep up with the rest. Governors know the results of teachers' appraisal and how this links to pupils' progress and decisions about salaries. Governors are closely involved in all recruitment. They have a strategic vision for the school and enable the headteacher to take the risks needed for this to become a reality, linking this effectively to his performance management.
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## 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

<b>Unique reference number</b>	125061
<b>Local authority</b>	Surrey
<b>Inspection number</b>	403567

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

<b>Type of school</b>	All-through
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	604
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bob Rehill
<b>Headteacher</b>	David Harris
<b>Date of previous school inspection</b>	31 January 2008
<b>Telephone number</b>	01276 709007
<b>Fax number</b>	01276709333
<b>Email address</b>	admin@ravenscote.surrey.sch.uk



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