

Inspection of Ravenscroft Community Primary School

Ebony Way, Tower Hill, Kirkby, Liverpool, Merseyside L33 1XT

Inspection dates:	16 and 17 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Ravenscroft's 'heart' values of honesty, enjoyment, achievement, respect and talent are lived out in all aspects of the school's daily life. Pupils know how these values guide and support them to make kind and respectful choices. Pupils behave exceedingly well. They are proud to be part of this school, where they feel happy and safe.

Pupils do their best to live up to the high expectations that the school sets for their achievement. They are enthusiastic and keen to learn. This is reflected in the high quality of their work. Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

A wide range of opportunities is available to pupils to help develop their talents and interests. Pupils enjoy a variety of trips to places of interest. Such trips help to bring the curriculum to life. The school provides a broad range of clubs such as choir, fitness and eco gardening, together with opportunities to represent the school at sporting events.

Pupils eagerly take on leadership roles. School councillors, reading buddies and play leaders make meaningful contributions to school life. Pupils develop their confidence and leadership skills in these valued roles.

What does the school do well and what does it need to do better?

As a result of the changes the school has made during the last academic year, there is now a suitably broad and ambitious curriculum that meets the needs of pupils, including those with SEND, well. In most subjects pupils' learning is carefully mapped out from the early years to Year 6. Staff are consistently clear on exactly what pupils need to know, and the order in which they should learn subject content. However, in a small number of subjects, the steps of learning are not precise enough. This hinders staff in creating learning that helps pupils to build up their knowledge over time.

The school's most recent published data does not reflect the current strengths of the educational offer at this school. In 2024, pupils' attainment in reading and mathematics at the end of Year 6 was significantly below the national average. A significant proportion of pupils in this year group joined the school at various stages throughout Years 4 to 6. As a result, they were unable to benefit fully from the school's well-designed curriculum. Currently, most pupils achieve well.

From the moment children enter the early years, staff support them to develop their speech and language through story, rhyme and song. Staff model the language and vocabulary that they wish children to develop and use.

The school has prioritised the teaching of early reading and phonics. Staff deliver the phonics programme consistently well. Those pupils who find reading more difficult receive the support they need to catch up. Older pupils talk enthusiastically about the books that they have read. Pupils have access to a diverse range of high-quality texts. However, for a small number of pupils in key stage 2 the reading support in place is not helping them to

catch up as speedily as they could. This hinders how well some of these pupils develop reading fluency.

The school has highly effective systems to enable it to identify the specific needs of pupils with SEND at the earliest opportunity. It puts appropriate support in place for these pupils as they move through school. Pupils with SEND participate in all aspects of school life.

Pupils' excellent attitudes to their education ensure that learning is not disrupted. This highly respectful behaviour means that classrooms, from the early years to Year 6, are purposeful and productive. The school tracks pupils' attendance rigorously. When attendance falls below the accepted level, the school works with families to provide the right support and challenge to bring about improvement.

The school has a well-considered programme to support pupils' personal development. Pupils learn how to keep themselves safe both online and offline. They also learn about different faiths and cultures and understand the importance of respect. Pupils were especially knowledgeable about British values. They are well prepared for life in modern Britain.

Governors understand their strategic role. They hold leaders to account effectively and make sure that the curriculum is of high quality. They are committed to the school's continued improvement. The school considers the workload and well-being of staff in the decisions that it makes. Staff appreciate the support the school gives them to carry out their roles effectively. As a result, staff say that they feel valued. Parents hold the school in high regard.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small minority of subjects, the school has not ensured that the steps of knowledge are clearly identified and sequenced. This means that some pupils do not build logically on what they already know. The school should ensure that these subject curriculums are further refined so that staff are clear about the essential knowledge that pupils should learn and the order in which to learn it.
- A small number of pupils in key stage 2 do not receive the appropriate intervention they need to catch up quickly in reading. This hinders how well some of these pupils develop their reading fluency. The school should ensure that the support given to pupils who have gaps in their reading knowledge enables them to catch up with their peers as quickly as possible.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	104444
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10347877
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair of governing body	Paul Wiseman
Headteacher	Odile Coleman
Website	www.ravenscroftcp.co.uk
Dates of previous inspection	17 and 18 September 2019, under section 5 of the Education Act 2005

Information about this school

- A new headteacher was appointed in September 2023.
- The school make use of one alternative provider for a small number of pupils.
- The school runs breakfast and after-school provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation.
- Inspectors held meetings with the headteacher and other members of staff. The lead inspector spoke with members of the governing body, including the vice-chair of governors. She also spoke with representatives of the local authority.
- Inspectors conducted deep dives in these subjects: early reading and English, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, considered samples of pupils work and spoke to some pupils about their learning. The lead inspector listened to pupils reading to a familiar adult. Inspectors also viewed curriculum documents and samples of pupils' work in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour at various times in the school day. This included during lessons as well as at playtime, lunchtime and at before and after-school provision.
- Inspectors considered the views expressed by parents and carers in their responses to Ofsted Parent View, including the free-text comments. An inspector spoke with parents as they brought their children to school at the start of the school day.
- Inspectors also took account of the responses to Ofsted's online questionnaires for staff and pupils.

Inspection team

Pat Speed, lead inspector

His Majesty's Inspector

Keith Wright

Ofsted Inspector

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024