



# Inclusion Quality Mark (UK) Ltd

20<sup>th</sup> July 2017

Mr David Bell  
Headteacher  
Ravensmead Primary School  
Chapel Street  
Bignall End  
Stoke on Trent ST7 8QD

**Flagship Review Date: 11<sup>th</sup> July 2017**

## Summary

Ravensmead is a larger than average primary school with 381 pupils currently on roll. The proportion of pupils from minority ethnic backgrounds is below average and very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average although the number of pupils with a statement of special educational needs and those identified as requiring external support, is rising. The proportion of 'disadvantaged pupils' is currently 18%.

The school has achieved a number of awards including National Healthy Schools Status, Dyslexia Friendly Status, Artsmark Gold, the Basic Skills Quality Mark (re-accredited annually), Eco Silver Award, FMSIS accreditation and Quality Marks for Music. The school received the prestigious Inclusion Quality Mark Flagship Award Summer 2013 and has been re-accredited each year since then.

The school provides a breakfast club and in addition, there is a privately run before and after school care club hosted by the school. The school runs a wide ranging extra-curricular programme which takes place both at lunch time and after school. These additional learning opportunities also include outside groups such as Taekwondo and the Local Climbing Club.

The school gained the PE and Games Kitemark in 2014, 2015 and 2016, reaching two National Cricket finals in the last 4 years. The school is part of the only Royal Shakespeare Company Primary Hub and take part annually in the 'Young Voices' choir celebration in Manchester alongside 7000 other pupils. The school gained a runner up award for the prestigious Speakers School Council Award from Parliament summer 2014.

In March this year, the school was subject to a short inspection by Ofsted which found that the *"leadership has maintained the good quality of education in the school"*. In addition, it was observed that: *"The school has continued to improve because of your strong leadership and determination for the whole school community to 'be the best that we can be'. This is clearly reflected in the responses by staff and parents to Ofsted's online questionnaire. They all agree that the school is well led and managed and are proud to be*



## IQM Flagship Review



*a part of the 'Ravensmead family'. One parent commented, 'The school isn't just there for the children but for the families too.'*

The school has tried to continue their link with St Peter's school in Stoke through the respective school councils but, this has proven to be difficult to sustain and plan convenient dates where the children can meet up. An invitation was extended to visit the school's Multicultural Arts Week, but unfortunately, they were unable to attend. The school continues to pursue this link further.

British Values as been a high priority in school over the past twelve months to embed the practice that had been started. Every morning each class will have a photograph or video on their smartboard which is a starting point for discussion. This activity is linked to British values and raising awareness of the diverse culture in and around the local community. During my tour of the school there was evidence of this work through displays in classrooms and corridors.

In order for the children to become increasingly reflective, gain greater understanding of right and wrong, respect and diversity, the widest possible range of opportunities are planned to address this including artistic, musical, theatrical, sporting and other cultural experiences. They have a Multicultural Arts week, with a focus on different cultures and faiths, where work is produced to put on display around the school.

Current affairs and news have had a raised profile in school, to enable the children to have a greater awareness of what happening is in the world. This has been approached with sensitivity and care at times due to the difficult and distressing incidents in the news over the past 12 months. Other events over the past year include, Recorder Festival at the Victoria Hall, Young Voices concert in Manchester, Jaguar Land Rover Visit linked to Mathematics and the opportunity for Year 3 and 4 children to play with the Hallé Orchestra at the Victoria Hall.

The School Council continues to have a strong profile in school and have been heavily involved in the school's nominated charity this year, which is "Approach", a local dementia charity. A representative from the charity visited the school to lead a whole school assembly and also workshops with the school council and children. Furthermore, a small group of people including staff, parents and governors completed a Skydive in May to raise further funds for the charity "Approach" and Alzheimer's Research UK. The school anticipate the total for the "Approach" charity this year in school will be above £1000 again!

The Ravensmead Roving Reporters, Eco Group and Team Captains are further examples of how this school provides leadership opportunities for children alongside the school council. The school's website has dedicated pages for each of these groups highlighting their importance to the ethos of the school.

The school council has also worked closely with the school's Eco group to improve the KS2 garden. The school council matched a donation of £1000 from the parish council so that work could be completed on the development of the garden area. During my tour of the school I saw a range of improvements that have been made to the outdoor areas which are generous and enjoy a lovely, rural vista. I saw evidence of the recent bird box workshop provided by Newcastle Borough Council and the competition to design and



## IQM Flagship Review



make a bee home. The school makes good use of its outdoor space and it was evident that it is well cared for and maintained.

The project that was linked with Cicely Haughton Special School continues to have an impact in school. In KS1 children have been accessing a ROXY club to further support their learning in English. There has been a real focus of developing resilience within the children and the Year 1s first topic of the year was about Resilient Roxy.

Leaders and governors diligently track the Pupil Premium interventions in school focusing on the impact this has had on the children’s learning. Key Stage Learning mentors monitor the Pupil Premium children closely on an academic and pastoral level. This is discussed at our termly Pupil Progress meetings and it is from this evidence that further interventions are made for individuals or groups of children.

As Ofsted found, *“Disadvantaged pupils are supported well. Funding is used effectively to provide additional adults to work with pupils to ensure that they meet their end-of-year expectations”*. Learning passports continue to be developed in school which has been an important piece of work especially in relation to access additional support or funding for individual children.

During my brief visit, I was impressed with the behaviour of the children who were confidently engaged in exciting learning opportunities. During lunch time, I sat amongst the children and enjoyed the calm atmosphere. The Ofsted inspection also found that *“...pupils’ behaviour was very positive both in lessons and at break times. Pupils are welcoming and courteous and show good manners around school, to adults and to each other.”*

In my discussions with staff and governors it was clear that there was a good understanding of inclusion and a strong ambition to continue developing inclusive practice in this vibrant and welcoming school despite the significant financial pressures they face. Governors are very knowledgeable and work closely with the Headteacher and visit school regularly.

**Assessor: Barry Carney**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd



### **Assessment Commentary on Flagship Action Plan**

The school has rightly responded to the recommendations from the recent Ofsted inspection and has targeted a focus on the teaching of mathematics particularly to disadvantaged children. Workshops have been planned and the school will continue to closely monitor the progress of this group of pupils through their 'Pupil Progress Meetings'. In addition, senior leaders will be working with middle leaders to ensure that developments in their subject areas are linked with pupil outcomes.

A good example of how this is developing is in maths, where a girls and mums group has resulted in the girls' making significant improvement. Nevertheless, their progress should also be tracked alongside 'control' groups such as other girls and the boys in order to gain a more complete and accurate assessment of progress.

Also highlighted in the Ofsted inspection was the issue of ensuring that the handwriting policy is applied consistently throughout the school which will be addressed next year.

The school is to review its provision for emotional and mental wellbeing of children. Plans include conducting a survey of children and to highlight strategies that staff can readily put in place in the classroom. The school is considering investigating Place2Be and Heads Together as a means by which they can begin to reshape their provision.

During discussions during my visit, aspiration was raised a number of times. The school feels that aspirations could and should be raised in order to better support pupils. To this end the school plans to contact local businesses, of which there are a number of engineering companies who are international leaders in their field. The school are also considering adding an enterprise/careers week into the calendar for next year which would be a good addition. Alongside the variety of 'cultural' experiences available to children and which enrich the curriculum, the input from local business and other community organisations would be highly beneficial. There are also two local universities which the school should consider developing existing links further and explore opportunities there.

Given the changes to curriculum and assessment, the school is planning to expand its moderation of standards by engaging with local cluster schools. This is a vital development as it will enable staff and in particular the relatively new team of middle leaders to be better informed and able to make more accurate judgements. This should be considered alongside the Ofsted recommendation that middle leaders provide information that reflects impact on pupils' outcomes.

The school is facing financial pressures, nevertheless it is clear that they will not compromise their mission "*To be the best that we can be*". The school will continue to monitor the impact of interventions and provision and through careful planning and prioritisation, will maintain its best, inclusive practice.

### **Recommendation**

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain Flagship status.



## IQM Flagship Review



### **Further Developments agreed after discussion**

The school has incorporated the following developments into its action plan along with the three 'next steps' from their recent Ofsted inspection.

- Review provision for emotional and mental wellbeing of children and investigate organisations such as Place2Be and strategies such as the Solihull Approach.
- Develop greater engagement with the local community and in particular with local industry and universities with a view to raising aspiration.
- Engage with other primary schools in order to develop moderation practices in KS1 & KS2.
- Maintain the school's inclusive ethos and practice against a background of financial pressure.

Assessor: Barry Carney

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