

## Summer Term SIP Report 2019

### Ringway Primary School

Headteacher: Hazel Scott

Chair of Governors: Kristian Marshall

School Improvement Partner: Derek Sleightholme

Date of Visit: 06 June 2019

Part 1	Last Ofsted Judgement	SEF Judgement	SIP Judgement
<b>The Overall Effectiveness of the School</b>	Good	Good	Good
Effectiveness of Leadership and Management	Good	Good	Good
Quality of Teaching, Learning and Assessment	Good	Good	Good
Personal Development, Behaviour and Welfare	Good	Good	Good
Outcomes	Good	Good	Good
Early Years	Good	Good	Good

**Date of Previous Ofsted Inspection: 01 to 02 May 2019**

#### A summary of the progress made in the autumn and spring terms 2018 - 2019

*The improvement areas from the autumn and spring SIP reports were:*

Early Years:

- Ensure pupils make good progress in the literacy and numeracy specific learning goals.

Key Stages 1 and 2:

- Continue to raise attainment in writing and mathematics ensuring more pupils are working at greater depth.
- Improve punctuation, spelling and presentation especially in the writing of Key Stage 2 pupils.

Leadership:

- Appoint a new teacher with skills in mathematics.

*The impact of actions taken:*

The recent Ofsted inspection confirmed progress in all areas of learning is good. It did identify appropriate challenge, presentation and handwriting as areas for improvement. Leaders had already identified these weaknesses and they continue to work with staff on these priorities.

The inspection report states, 'In mathematics pupils are taught well'. In the light of this judgement a decision was taken not to appoint a new teacher with skills in mathematics.

The school is on track to make its targets. Leaders do not expect noticeable gaps in the performance of different groups.

### A summary of further improvements to be made in the remainder of the academic year

- Implement planned actions to match the priorities identified in the recent inspection (during this SIP visit leaders agreed improving handwriting standards, especially for older pupils, is an early focus for action).
- Staff to be trained on behaviour management.
- Safeguarding governor to report back the full governing body on the monitoring visit.
- Pupils to access e safety information about issues relating to the use of social media.

Type of school	Primary	Current number on roll	181
Age range of pupils	4 - 11	% of disadvantaged pupils	23%
% of pupils on the SEN register	12%	Number of pupils with an EHCP	1

### Has the Headteacher/Governing body ensured that:

Single Central Register is compliant (including barred list checks column)?	Yes
All staff have read 'Keeping Children Safe in Education' <a href="#">part 1</a> , Sept 18	Yes
Website is compliant with the most recent statutory guidance?	Yes
Parent View feedback has been reviewed?	Yes
Ofsted 'requested' documents are in place (see <a href="#">page 20</a> Ofsted Handbook)?	Yes

### Part 2: Evaluation of Safeguarding and Personal Development, Behaviour and Welfare:

#### Safeguarding

The effectiveness of safeguarding is evidenced in a discussion with the Designated Safeguarding Lead (DSL).

Safeguarding arrangements were last reviewed by the SIP during the summer term visit 2018. School leaders, including governors, continue to promote a culture of safe practices through all aspects of school provision. During this academic year the following aspects of safeguarding have been undertaken:

- Designated Safeguarding Lead training. Two DSLs accessed safeguarding and child protection updates.
- Staff and governor training by the Local Authority Designated Officer.
- Staff and governors have accessed a child protection update.
- Safeguarding briefing for new staff who received an induction pack (also provided to supply teachers).
- Annual review of the Safeguarding Policy by governors.

- Annual review of health and safety by governors.
- E safety: pupils had a talk by a visiting specialist from the Local Authority.

The evidence from this update supports the judgement that **safeguarding is effective**.

Specific progress on and impact of safeguarding in the autumn and spring terms includes;

- Updated training for DSLs, staff and governor; child protection has been a key focus.

The Ofsted inspector who scrutinised provision and impact reported positively on safeguarding. Strengths included the quality of information on the website, the safe culture across the school, staff knowledge of signs to look out for and know how to respond and collaboration with external agencies. The key impact is that 'pupils say that they feel safe'.

Further areas for improvement in safeguarding during the remainder of the academic year include;

- Safeguarding governor to report back on monitoring visit.
- Delivery of a session for pupils on awareness of issues relating to social mobility and e-safety

## Behaviour and Attendance

Overall the behaviour and attendance of pupils is **good**.

This is evidenced in;

Recent Ofsted inspection findings:

*'Pupils have a secure understanding of the school's behaviour policy. Pupils, who made their views known to inspectors, say that behaviour is good. They told inspectors that sometimes one or two pupils will misbehave but this is dealt with by staff. The school's own records show very few incidents of poor behaviour. Pupils' attitudes to learning are good; they behave well in lessons. They are attentive and ready to learn. As a result, little learning time is lost because disruption to lessons is rare.'*

Behaviour for learning walk with headteacher:

The headteacher and SIP visited each classroom and the indoor and outdoor provision in the Early Years. In all settings pupils were settled and working well. They were highly engaged in the activities provided and were concentrating well. Pupils speak to adults politely and are confident when their headteacher arrives in the classroom. Overall behaviour during this first session of the day was excellent.

Pupils work: joint scrutiny with the headteacher and her deputy:

The sample was drawn from older pupils. It revealed, as reported in the recent inspection that there are some inconsistencies in presentation. It was agreed this can be traced to some variation in teacher expectations of what is regarded as well-presented work and the degree to which this aspect of pupil outcomes is followed up rigorously. We found several examples of written work where pupils' scripts show words are created by writing single letters rather than joining them into a legible form. Leaders had already identified this as a priority for teaching and it was agreed as a matter for prompt attention.

Attendance:

The administrator produced a detailed summary of attendance across this academic year:

All: 95.4%, girls 95.1%, boys 95.8%, pupil premium 94.5%, FSM 94.9%, disadvantaged 96.3%

Summary: there is no significant difference in the attendance rates of key groups. Inspectors noted attendance has improved since the previous inspection and is now in line with the national average.

#### Behaviour logs

Leaders have reported NIL returns for exclusions, bullying and racist incidents. The headteacher confirmed that occasionally there are minor incidents of low-level disruption that are managed quickly and effectively. The headteacher's monitoring of pupil views and actions has noted a mature approach by Year 6 pupils who secure evidence from teacher a positive tone in the school. They have a secure understanding of issues relating to diversity and equality.

Specific progress on and impact of behaviour in the autumn and spring terms includes...

- The PSHCE programme has included a 'Let's be good friends' week.
- The school system for rewarding good attendance has impacted well and led to diminishing the previous negative difference with the national rate.
- NIL returns for exclusions and racist incidents.

Further areas for improvement with behaviour during the remainder of the academic year include...

- Staff will access training on behaviour management.
- Staff will address rewards and consequences so it is consistent throughout the school.

### Personal Development and Welfare

The quality of Personal Development and Welfare is **good**.

This is evidenced in;

Recent Ofsted inspection findings:

Inspectors judged this as good and noted:

- 'Pupils have opportunities to develop their leadership skills.'
- 'Pupils show respect for differences.'
- 'Pupils learn about a wide range of different faiths and religions in modern Britain.'
- 'Pupils wear their uniform with pride.'
- 'Pupils feel comfortable in approaching a trusted adult if they are worried or concerned.'

Scrutiny of displays:

Sporting achievement is celebrated well in a school hall display. Key moments in the history of cricket and golf are celebrated in pupils writing, art and photographs. For example, pupils have traced the history of the Ashes in cricket and The Masters in golf. They know that sport brings together a diverse range of competitors. They also know that technology has helped records to be broken, for example, they learned how the introduction of carbon fibre and titanium improved the performance and efficiency of golf clubs. In school pupils have learned basic golf skills from a visiting expert. This has helped them to appreciate the value of good effort, commitment and regular practice. Pupils learned badminton skills. This led to some interesting independent writing. One described badminton in these terms, 'Whack the shuttlecock... it slices through the air ..... Tap, tap, tap, the crowds are tense', etc. Pupils studied the history of basketball by researching the Harlem Globetrotters and their achievements.

Classroom displays:

There are several examples of pupils using practical skills that will help them in the future. All classrooms include a science display that focus on planning experiments, knowledge of fair tests, recording the method and analysing the results. Creative skills are also developed well. A display, that celebrates the culture of the North East, includes pupils' interpretation of Anthony Gormley's

'Angel of the North'. It illustrates pupils' perception of the work and their ability to observe carefully. It is a good example of celebrating the culture of the local area.

Pupils' actions:

- A short discussion with the deputy headteacher covered the range of activities in and out of school where the organisation and social skills of pupils have impacted well especially as a result of teamwork:

Enterprise: make £5 grow – pupils made gifts for sale at the Christmas Fayre.

Enterprise: pupils designed computer games using a software package.

- Fundraising for good causes: Children in Need and book provision for the children's ward in local hospitals. Sponsored walk for the Rainbow Trust.

Other evidence:

- Newcastle United football staff visited school and spoke to pupils on the theme of healthy eating.
- Pupils designed the banners outside school that alert drivers to the new one-way system
- Pupils were briefed on road safety and informed by the construction staff on how they were going to make the pupils safe during premises improvements.
- Residential experience for Lower Key Stage 2 (Upper Key Stage 2 pupils will visit London later this term).

Specific progress on and impact of personal development and welfare in the autumn and spring terms includes;

- Pupils' voice in the school and its development – see above.
- Pupils acquisition of future life skills – see above.

Further areas for improvement in personal development and welfare during the remainder of the academic year include...

- School excursions: Residential to London, visits to Wallington Hall and the Roman Wall museum.
- Leavers assembly.
- Annual 'Year 6 Leavers Party.
- Sports day.
- Summer Fayre.

### **SIP's overall judgement for Personal Development, Behaviour and Welfare**

The recent inspection confirmed the school met the Ofsted descriptors for **good** personal development, behaviour and welfare. The SIP and headteacher had self-evaluated this at this grade at the time of the last SIP visit.

**Part 3: Evaluation of SEND provision (including the way in which the school is identifying learners with SEND, meeting individual needs and improving outcomes)**

**a. Evidence that the school are using a 'Graduated Approach' to meeting need**

How is the school identifying SEND learners?

- The SENCo uses SIM data from termly assessments collated by the deputy headteacher.
- Teachers, assistants, and parents contribute to assessment information - all have personal dialogue with the SENCo.

What is the 'Graduated Approach' applied for these learners?

- The school uses the 'Initial concerns' form provided by the Local Authority. This is completed by teachers.
- The second stage is the use of the Pupil Passport (for all pupils on the SEND register).
- Regular reviews are used to inform deployment to support and staff allocation to interventions
- Pupil with the EHCP: currently this pupil is not attending school. The parent has agreed to transfer of this pupil to special provision in September.

Which external specialist services are used and what is the outcome of their input?

- Purchased SLA for these services:
- ASD team used for staff training
- Educational Psychologist– worked with 2 reception on speech and language
- Behaviour Support – worked with 2 reception children
- Children and young person services – referral of one pupil
- NHS – speech and language

How are learners and their families included in the 'plan do review' cycle?

- Passports are reviewed each term in collaboration with parents; this is a formal meeting.
- Next steps agreed with parents who receive additional guidance from external agencies such as housing and family counselling.

**b. Outcomes for learners with SEND**

Does the school monitor SEN support and EHCP attainment and progress? What does this data indicate?

- Once each term a formal assessment is made.
- Approach is similar to all other pupil groups. National measures for each stage are used.
- No pupil has been disapplied.

Impact, confirmed recently in an Ofsted inspection, is that SEND pupils make similar good progress to all other pupil groups.

How does the school monitor wider outcomes for SEND learners eg health and wellbeing, full inclusion in school life (teaching, learning, social, extra-curricular activity)

- The SENCo and staff are aware of personal issue relating to some pupils. For example, for visits out of school, they always consult the parents of one SEND register pupil because changes to routine have implications for this pupil's mental well-being.
- Staff took a sensitive approach to recent SATs as staff were aware of the need to build confidence in this pupil and give personal encouragement.

Does the school effectively monitor the individual outcomes of SEND learners?

- The deputy headteacher plots data and tracks progress rates against those of other pupil groups. This information is used to inform deployment to interventions.

#### Part 4: Leadership

#### What were the actions and impact of leadership in monitoring and evaluating the quality of Personal Development, Behaviour and Welfare in the autumn and spring terms?

The headteacher regularly observes lessons and undertakes learning walks. Consequently, pupils know the headteacher well. The headteacher has a very secure understanding of pupil attitudes and behaviour in each key stage. Her good knowledge of families and individual pupils adds value when personalised provision is being considered.

The headteacher and deputy scrutinise work regularly; this has confirmed some variation in teacher expectations of standards of handwriting and presentation. The actions needed to address this will be followed through using performance objectives.

Leaders also receive feedback from outside providers during and following school visits; these are more often very positive and confirm good behaviour and attitudes to learning.

#### How effective are Governors in monitoring and evaluating Safeguarding?

The safeguarding governor made a monitoring visit one week prior to the inspection. Feedback to governors on this has been scheduled.

#### What actions have leaders taken to improve the quality of SEN provision in the school?

SEND is a focus within whole school development plans?	Yes
<ul style="list-style-type: none"> <li>• Provision for SEND pupils is always a feature of development planning when priorities are being decided.</li> </ul>	
A variety of provision is in place eg individual, small group etc support, in / out of classroom, used appropriately based on individual need?	Yes
<ul style="list-style-type: none"> <li>• One to one interventions.</li> <li>• Small group interventions.</li> <li>• Read write inc.</li> <li>• Accelerated/write.</li> <li>• Toe by toe KS2 literacy.</li> <li>• Power of two KS2 maths.</li> </ul>	

<ul style="list-style-type: none"> <li>• Breaking barriers KS1 maths.</li> <li>• Stile – sentence work.</li> <li>• Pupils access programmes appropriate to their needs, for example, a reception child works regularly with Year 1 pupils.</li> </ul>	
TA support has been reviewed and efficiently deployed?	Yes
<ul style="list-style-type: none"> <li>• Most assistants are trained to deliver Read, Write Inc.</li> <li>• One teaching assistant has lead responsibility for the organisation of interventions.</li> <li>• All teaching assistants are accountable for provision and outcomes (linked to their performance management).</li> <li>• The EHCP pupil has accessed one to one provision.</li> <li>• Assistants strengths are matched to interventions. Each assistant does not work with the usual class pupil groups; the impact is that pupils access a range of adults and this helps them to form good relationships.</li> </ul>	
Has the school accessed any centrally run training/support from the SEND School Improvement Leader?	Yes
<ul style="list-style-type: none"> <li>• The SENCo attends network meetings and has disseminated information on the graduated approach that the school now uses. She led staff meetings that were linked to the SEND action plan development points and briefed the SEND governor.</li> </ul>	
Has other appropriate SEND professional development has been undertaken?	Yes
The SENCo is enabled to carry out their role effectively?	Yes/No
<ul style="list-style-type: none"> <li>• The SENCo is accessing training for the National Award and is due to complete by November 2019. The SENCo is a member of the leadership team and is aware of the indicative SEND budget. She has dedicated hours to attend to SEND matters (0.1 FTE).</li> </ul>	
<p>Further SEND actions for 2019 - 2020 include:</p> <ul style="list-style-type: none"> <li>• Leaders are responding to the findings of the recent inspection and their whole school actions will have implications for all pupils including those with SEND.</li> </ul>	

### How effective are Governors in monitoring and evaluating SEND provision?

<p>Who is the SEND Governor?</p> <ul style="list-style-type: none"> <li>• Helen Geraghty</li> </ul> <p>Have Governors received any training around SEND?</p> <ul style="list-style-type: none"> <li>• YES - SEND governor and SENCO accessed the local authority training update session</li> </ul> <p>Do Governors receive regular information about SEND cohorts and their progress?</p> <ul style="list-style-type: none"> <li>• YES - they are provided with the data in the autumn term with regular updates in headteacher's reports</li> </ul> <p>Have governors been involved in decisions around any exclusions where a learner has SEND, with full information around learner need and the SEN provision made by the school?</p> <ul style="list-style-type: none"> <li>• There have been no exclusions.</li> </ul>
---

## Part 5: Support and Challenge

**Feedback from Headteacher on the impact of the support/challenge from the SIP:**

None

**Requests for further support:**

None

**Do you have a delegate(s) attending the SEND conference on 24 June 2019?**

Yes

*Derek Sleightholme*

*Northumberland School Improvement Service*