

Local Authority SIP Report - Spring Term 2019

Ringway Primary School

Headteacher: Hazel Scott
 Chair of Governors: Kristian Marshall
 School Improvement Partner: Derek Sleightholme
 Date of Visit: 28 February 2019

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

Date of Last Ofsted Inspection: 02 03 March 2017

A summary of progress made in the academic year:

The Autumn Term Report improvement areas were:

EYFS:

- Continue to give priority to raising achievement in reading and writing.

KS1:

- Accelerate Key Stage 1 pupils' progress in mathematics.

KS2:

- Further improve attainment and progress in writing and mathematics.

In all key stages:

- Continue to diminish differences between boys' and girls' outcomes where apparent.

The impact of actions taken is:

Early Years: Teaching has rightly given priority to the acquisition of early literacy and numeracy skills. Provision is inclusive for both special needs and more able pupils. Daily adult led structured sessions are making a significant contribution to pupil progress and helping a higher proportion to attain the Good Level of Development (GLD). The impact is that, in 2019 from often low starting points in communication, language and number, the percentage of pupils predicted to attain the GLD is predicted to be close to the 2018 national result.

Key Stage 1: During this visit pupils were taking part in a robot week. Year 2 pupils enthusiastically studied robot designs in a cross curricular lesson that combined recognition of two-dimensional shapes with communication

and language skills. Classroom displays focus on raising standards in mathematics and proclaim, 'We are great mathematicians!'

Key Stage 2: The Local Authority 'sphero' robot technology kit was also providing starting points for IT and mathematics for older pupils. It was being used well to consolidate understanding of location, direction and rotation. A scrutiny of writing confirmed most pupils are making good progress with some noticeable gains for those of lower starting points. However, some pupils need to improve their spelling, punctuation and presentation.

Leadership: The strong focus on the leadership of teaching and learning has led to good improvement in standards and progress rates across the curriculum since the findings of the previous inspection. Good teaching led to the positive outcomes in English and mathematics noted in the autumn standards SIP reports for 2017 and 2018. Outcomes improved because expectations were raised and teaching grasped opportunities to consolidate these skills through the work in other subjects. Leaders acknowledge the drive to raise pupil achievement even further continues to be a key task for teaching. Consequently, developments in writing and mathematics continue to be central priorities of the current development plan.

To improve further the school needs to:

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.

Has the Headteacher/Governing body ensured that:

Single Central Register is compliant?	Yes
All staff have read 'Keeping Children Safe in Education part 1, 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?	Yes

Type of school	Primary	Current number on roll	180
% of SEND pupils	12	% of disadvantaged pupils	23

Part 2: Detailed Analysis and Evaluation of Teaching, Learning and Assessment:

Early Years

The quality of Teaching, Learning and Assessment in the Early Years is **good**.

This is evidenced in:

Lesson observation:

Currently there are 28 pupils in the reception class including 7 with special educational needs (SEND). During the observation pupils were discussing the story, 'The robot with no bottom'. They were recalling key events and characters including the actions of animals such as a rhino and a gorilla. SEND pupils were fully included in the learning because teaching assistants were sensitively providing them with additional support and encouragement. The teacher's good knowledge, enthusiasm and clear delivery helped the learning move on and pupils were highly engaged. The teacher explained the next tasks including that for an outside group. These pupils would write instructions to a robot who would follow their directions. Teacher expectations are high and based on the belief that almost all pupils, including many from low starting points, should attain the Good Level of Development. The needs of the most able are also met well for example, a pupil transfers each day to Year 1 to access the Read write inc programme that is more appropriate to his needs. His recent writing about penguins includes the sentence, 'The largest penguin of all was as tall as a human'. Other pupils learning journals confirm writing is given a high priority. This was confirmed when a small group of pupils accessed a daily structured writing session during which they created a story map based on the robot theme. In this session the teacher used a model robot, made earlier in the week, to add value to the experience and to help the development of early writing.

Classroom Displays:

In the main classroom a display based on the statement, 'If I lived in a snow globe' includes several examples of early independent writing. The cover of the book, 'Sneezy the Snowman' was used to help pupils write labels and explore unfamiliar text. In the withdrawal group room displays and resources are used well to support pupils as they learn early writing skills during daily more formal lessons.

Next steps for teaching, learning and assessment this key stage:

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

KS1

The quality of Teaching, Learning and Assessment in KS1 is **good**. This is evidenced in:

Lesson observation:

Year 2 pupils were closely observing twelve images of robots that incorporated regular two-dimensional shapes such as a triangle and a hexagon. Each pupil selected their favourite robot and spoke about it for example, 'He is made from an octagon'. The opportunity to talk to a partner about each shape added value to the learning experience and consolidated pupils' knowledge of the names and properties of shapes. The teacher made sure key vocabulary was revisited especially when it related the unique properties of individual shapes. Consequently, pupils learned the term 'vertices' and they could distinguish between a hexagon and an octagon.

Classroom displays

The Year 1 classroom includes two prominent displays linked to improving standards. In the first, 'We are great writers!' the focus is on making sure written work includes finger spaces, letters are on the line, and capital letters and full stops are used correctly. In the second, 'We are great mathematicians!' the focus is on learning mathematical concepts such as one more and one less, investigating problems and explaining answers. The

classroom also features cross curricular work based on historical events including the heroic rescue made by Grace Darling. Mathematics features in a timeline that traces key moments in history including Guy Fawkes, the First World war and the first moon landing. The strengths of teaching, as illustrated by work on display, are effective planning of topics that appeal to both girls and boys and success in grasping opportunities to practice core subject skills across the curriculum.

Next steps for teaching, learning and assessment this key stage:

- The development plan includes actions designed to further raise standards. There is a specific focus on ensuring more pupils are working at greater depth in writing and mathematics.

KS2

The quality of Teaching, Learning and Assessment in KS2 is **good**. This is evidenced in:

Lesson observations:

Year 4 pupils were observed in the school hall using the Local Authority 'Sphero' robot technology loan kit. All staff have accessed training for this initiative. The teacher was confidently guiding pupils on using the Ipad App to control the robot movements. Pupils worked enthusiastically and with positive attitudes. They handled the sphero sensibly as each took turns to direct the robot globe along a chosen route avoiding barriers. The task was challenging. Pupils were learning through a practical task how to adjust the speed and direction and to predict the distance the robot would cover. Later, in the classroom they worked in teams to see if the sphero could be directed across cardboard bridges they had built between desks. One group had modelled their bridge design on the Tyne Millennium Bridge; a useful link to the geography of the local area. Another group had modified their bridge by incorporating a central pillar that provided additional support for the roadway. The teacher's good planning ensured pupils made good progress both academically (science, technology and engineering) and personally (team building, decision taking, evaluation and modification). It was a learning experience that contributes significantly to pupils' acquisition of future life skills.

Year 5 pupils were also developing the robot theme; a whole school project that is planned for each class throughout a week. These pupils had debated the advantages and disadvantages of driverless cars. They had voted on this matter. Some viewed the concept as life changing with many advantages. Others had expressed concerns about safety and reliability. Some made the point about the impact of driverless cars on employment while one felt 'in the future there would be no fun driving!' The teacher moved pupils on to the next element of the topic; designing a prototype driverless car. Later they would build a prototype model that would be powered by the sphero robot units currently on loan to the school. Pupils produced interesting and varied designs. Some drew on knowledge gained in other lessons for example, building in to the design aerodynamic features to streamline airflow; knowledge gained in science. Teaching had a very positive impact because outcomes were good. Pupils were improving their technical and engineering skills and being challenged to consider the impact of these changes on their future lives.

Work scrutiny:

Year 3

Lower ability pupil: At the start of year this pupil was printing. Capital letters and full stops were not applied consistently. There was some evidence of unfinished work. Recent work suggests the pupil has made good progress in acquiring basic writing techniques including punctuation. The pupil has recently written a job application which included reasons for wanting the post. The text includes much more varied vocabulary.

More able pupil: The sample covered work from this term. This pupil writes freely and independently. The text incorporates direct speech and events are ordered correctly. A letter is presented well and secure evidence from teacher down correctly. Although punctuation is satisfactory the range is not as varied as usual with higher ability pupils. Presentation is variable and if addressed would improve the overall quality. The pupils is making at least expected progress.

Year 4

More able pupil: The writing has improved significantly. Teacher assessment is that this pupil is on track to be working at greater depth. The pupil confidently produces text using an even cursive style. However, the pupil increases the capital letter at the start of each sentence, a technique possibly picked up from a story book. Although progress is good this formatting should be eradicated.

Lower ability pupil premium: This pupil has made good progress in sentence construction. A barrier to writing is incorrect use of tense. Spelling mistakes are rooted in the use of local dialect. Consequently, these needs addressing as the pupil is dropping in and out of formal English and the words used are in effect spelling errors. The teacher's marking is helping to pupil to correct mistakes; if the dialect issue is addressed spelling mistakes will be much less frequent. The work confirms the topics selected as starting points for writing have been chosen to appeal to boys.

Year 5

Lower ability pupil: This pupil has made strong progress in factual writing. Presentation has also improved. This pupil has recorded a considerable amount of factual information about the history of motor cars suggesting good effort and a positive response to the task.

More able pupil: A confident writer but the output marred by erratic presentation. This pupil needs to control letter formation, spacing and size. However, ideas are present coherently and work is complete.

Year 6

More able pupil: In this book the fluency in writing is obvious. A relative weakness is that the pupil does not appreciate that producing sentences of varied length would make the finished work more interesting to read. Past work does include some examples so the matter should be easily resolved.

Lower ability pupil premium pupil: This pupil has made good progress. Over time the pupil using more varied vocabulary and more interesting ideas. The pupil has been praised for good effort and better presentation.

Next steps for teaching, learning and assessment this key stage:

- The development plan includes actions designed to further raise standards. There is a specific focus on ensuring more pupils are working at greater depth in writing and mathematics. Attention should be given to improving punctuation, spelling and presentation.

SIP's overall judgement for Teaching, Learning and Assessment

The SIP, headteacher and governors present agreed the evidence compiled during this SIP visit is consistent with the following Ofsted grade descriptors for **good** teaching, learning and assessment:

- *Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.*
- *In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.*
- *Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.*

- *Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.*
- *Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.*
- *Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.*
- *Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.*
- *Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.*
- *The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.*
- *Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.*

Part 3: Leadership

What were the actions and impact of leadership in monitoring and evaluating the quality of Teaching, Learning and Assessment in the autumn term?

During the autumn term leaders' monitoring focussed on:

- Monitoring pupil data: rigorous tracking of pupils so that prompt action can be taken to follow up any individual in danger of not making at least expected progress.
- Impact of actions to reduce gender differences:
- EYFS: current picture is
Reading boys 53% girls 54% represents an 18% reduction as a result of the new reading scheme
Writing boys 53% girls 46% represents an 12% reduction as a result of the Read, write inc programme
Number boys 73% girls 62% represents an 7% reduction as a result of the daily numeracy focus
- Key Stage 1 Year 2:
Reading 3% difference predicted, 9% in 2018
Writing 10% difference predicted, 14% in 2018
Mathematics 4% difference predicted, 3% in 2018
- Key Stage 2 Year 6: (two thirds of cohort are girls)
Reading 6% difference predicted, 8% in 2018
Writing 24% difference predicted, 12% in 2018
Mathematics 9% difference predicted, 1% in 2018
Leaders are alert to the need to ensure that all Year 6 pupils are expected to make at least expected and most good progress. Current differences are expected to diminish.
- Analysing comments made of parents when they recently responded to a survey.
- Reviewing the report system. This led to revising arrangements for target setting that are adjusted with parents when progress discussions are held.
- Reviewed assessment practices undertaken by staff. This led to the introduction of a package of, 'I can do etc.' statements designed to assist target setting that is shared with pupils in individual work books.
- Lesson observations and work scrutiny of mathematics. This was used to identify pupils, including those categorised as pupil premium, who need to access booster support. The timetable for interventions has been adjusted to allow these pupils access to booster sessions and the contribution of teaching

assistants improved.

- Checking the progress of SEND pupils with the SENDCO. Cross moderation. Identification of next steps for individual pupils and connections made to external support.
- Governors' focus visits have covered pupil premium provision, English, humanities, science, pupil data and the school budget.

How effective are middle leaders in monitoring and evaluating Teaching, Learning and Assessment?

The impact of the actions taken by middle / subject/ phase leaders has been:

- Humanities leader checked planning, undertook a book scrutiny, led staff meetings and checked assessments. This led to revision of the humanities curriculum to ensure continuity and appropriate coverage.
- Science: the leader has repeated the monitoring actions described above. The impact has been the introduction of a new scheme of work.
- The English leader completed a book scrutiny, checked marking, introduced actions to extend writing and advised on the re-setting of groups.
- The EYFS leader monitored literacy and numeracy. This informed professional development. The introduction of daily adult led literacy and number activities is helping to ensure more pupils attain the GLD (analysis has revealed many pupils not meeting this standard fail to do so because of weaknesses in these learning goals)
- The SENDCO has worked alongside senior leaders, has developed links to outside agencies and has led contributed to staff and governor meetings.
- The PE leader has promoted partnership developments that have ensured pupils have access to competitive and team sports. The leader organises after school and extra-curricular provision
- All subject leader actions are related to their performance management targets.

How are leaders monitoring and evaluating the quality of Teaching, Learning and Assessment at any Alternative Provision being accessed by pupils?

- Currently there are no pupils accessing alternative provision.

Key actions for leadership in the remainder of the academic year-

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.

Part 4: Feedback

Feedback from Headteacher on the impact of the SIP in support and challenge:

Senior leaders confirmed it had been useful to work alongside the SIP during lesson observations and work sampling. It was good experience for recently appointed deputy who took part in the discussions and who contributed to data analysis. It was useful to reflect on the self-evaluation of the school as it awaits re-inspection.

Requests for further school support:

None

Agreed next SIP visit date: 06 June 2019

The Summer SIP visit will concentrate on the quality of safeguarding, Personal Development, Behaviour and Welfare, and the effectiveness of Leadership and Management.

Please agree activities from the following:

- Review the effectiveness of leadership in developing a culture of safeguarding
- Joint classroom observation with headteacher and/or senior or middle leaders to evidence judgements on behaviour for learning
- A review of attendance
- A review of the effectiveness of behaviour systems, logs and exclusions
- Or an alternative activity to meet the precise needs of the school (detailed below)

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Northumberland School Improvement Service