

Local Authority Annual Review - Autumn Term 2017

Ringway Primary School

Headteacher: Hazel Scott
 Chair of Governors: Kristian Marshall
 School Improvement Partner: Derek Sleightholme

Date of Visit: 18 October 2017

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

Date of Last Ofsted Inspection: 02 - 03 March 2017

This school has the following strengths:

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| <ul style="list-style-type: none"> • Most Early Years children made good progress. The number reaching the Good Level of Development is above the predicted 2017 national average. This year more children are exceeding some learning goals. • The percentage of pupils meeting the Year 1 phonics screening check is above the predicted 2017 national average; this indicates an increasing proportion working at national expectations. • Attainment in reading, writing, mathematics and science at the expected standard at the end of Year 2 is predicted to be above the 2017 national averages. The percentages of pupils working at greater depth is predicted to be well above average. • Attainment at the end of Year 6 in reading and mathematics is predicted to be in line with the 2017 national results; writing is below average. | <ul style="list-style-type: none"> • Pupils make at least expected progress and most make good progress. • Year 2 boys outperformed girls; Year 6 girls outperformed boys. • Personal development, welfare and behaviour are good. Pupils' positive attitudes to learning has contributed to the improvement in outcomes throughout the school. • Achievement in writing requires improvement and differences between boys' and girls' outcomes need to be diminished. Nevertheless, there is firm evidence to suggest leadership is making an effective response to the Ofsted inspection. |
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To improve the school needs to:

- Continue to implement the post inspection action plan designed to move the school from requires improvement to good.
- Improve writing across the curriculum at Key Stage 2 so that pupil achievement in this subject matches the gains being made in reading and mathematics.

Has the Headteacher/Governing body ensured that:

Single Central Register is compliant?	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 page 15 Ofsted handbook)?	Yes

Type of school	Primary	Current number on roll	178
% of SEND pupils	13	% of disadvantaged pupils	17

Part 2: Detailed Analysis and Evaluation of the Outcomes Achieved by Pupils:

Early Years

Reception cohort: 28 pupils: 14 boys, 14 girls, 3 disadvantaged, 0 SEND, 0 EAL

Children are admitted to the Early Years with typical starting points. In 2017, 79% reached the Good Level of Development (GLD). This is expected to be above the national result and an improvement on the previous year. In the specific areas of literacy and numeracy 82% met the reading and writing goals and 89% the mathematical goals. Approximately 40% of children exceeded some of the learning goals; all the learning goals that contribute to the GLD are represented at this higher standard. Boys' and girls' attainment is similar. Two disadvantaged children reached the GLD.

Most children made good progress and were well prepared for the start of Year 1.

KS1

Year 1 cohort: 29 pupils: 12 boys, 17 girls, 6 disadvantaged, 5 SEND, 0 EAL

Year 2 cohort: 22 pupils: 12 boys, 10 girls, 5 disadvantaged, 1 SEND, 0 EAL

In Year 1, 90% pupils met the national phonics screening check. This is predicted to be above the 2017 national result. This represents a 7% improvement at the national standard on the number of children who reached the reading learning goal when in reception. There was no significant difference between girls and boys' results. Four disadvantaged pupils and three with SEND pupils met the screening check. No Year 2 pupils were required to do the Year 1 re-check as all met the standard in the previous year.

Attainment, at the expected standard, at the end of Year 2 in reading (82%), writing (77%), mathematics (82%) and science (100%) is likely to be above the emerging 2017 national result. The percentage of pupils assessed as working at greater depth in reading (55%), writing (45%) and mathematics (41%) are predicted to be significantly better than the forthcoming national result. These results represent an improvement on those reported in 2016, especially at the higher level.

Boys results exceeded those of girls at both the expected and greater depth standards. One disadvantaged pupil reached the expected standards and another was working at greater depth in all three subjects. The SEND pupil met the expected standard in reading and mathematics. All pupils met the science standard.

The upturn in pupil outcomes is reflected in better progress rates. Pupils made at least expected progress and most made good progress.

During the discussion between the headteacher, SIP and Chair of Governors it was agreed that these provisional outcomes suggest the school has made an effective response to the findings of the March 2017 inspection.

KS2

Year 6 cohort: 15 pupils: 10 boys, 5 girls, 9 disadvantaged, 3 SEND, 0 EAL

Attainment, at the expected standard, at the end of Year 6 in reading and mathematics (80%) is likely to be in line with the emerging 2017 national results. Attainment in writing (53%) is expected to be below average. This pattern is also reflected in the percentages of pupils working at greater depth; reading and mathematics (27%) and writing (7%).

Girls have outperformed boys in all three subjects at both attainment measures. Disadvantaged pupils' attainment was broadly in line with that of all pupils. Two SEND pupils reached the expected standard in mathematics; one did in reading.

There has been a marked improvement in the percentage of pupils who attained the expected standard in reading, writing and mathematics; up from 38% in 2016 to 53% this year. In English, grammar, punctuation and spelling 86% pupils reached the expected standard, of which 40% were working at greater depth. There was no significant gender difference in this much improved result on that reported in 2016. In science 60% pupils reached the expected standard, girls again outperforming boys.

The Local Authority database is reporting a much improved picture of pupil progress in all subjects.

Reading progress has improved from -0.37 to +4.41 (above average).

Writing progress has improved from -3.34 to -1.61 (broadly average).

Mathematics progress has improved from -3.35 to +3.44 (broadly average).

Although many measures are of expected progress there are examples of good and outstanding progress, for example

Girls made +6.92 progress in reading,

Boys made +5.05 in mathematics,

Disadvantaged pupils made +4.95 in reading

SEND pupils made +5.78 in mathematics

During the discussion between the headteacher, SIP and Chair of Governors it was agreed that these provisional outcomes suggest the school has made an effective response to the findings of the March 2017 inspection.

SIP's overall judgement for outcomes

Outcomes require improvement.

In 2017 pupil outcomes are much improved on those at the end of the previous year. An HMI monitoring visit is due when current attainment and progress will be externally evaluated. Although the RI judgement remains the current Ofsted descriptors for 'good' outcomes are met:

This descriptor is **met**:

Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check. □

This EYFS descriptor is **met**:

Children make at least typical progress and most children make progress that is better than this from their starting points. Children develop the key skills that needed to make a positive start to the next stage of their education.

Which pupil outcomes are the key priorities for improvement in 2017-18?

The Ofsted pupil outcome areas for improvement are:

- Ensuring good progress and improving the proportions of pupils working at greater depth.
- Improving problem solving skills in mathematics.
- Raising standards in writing and implementing strategies to improve spelling, punctuation, grammar and spelling.

This SIP visit has also identified improving writing across a range of subjects and diminishing differences between boys' and girls' attainment and progress.

Part 3: Leadership

Does leadership's approach to monitoring and evaluating pupils' progress and attainment (including groups of pupils) enable them to succinctly present and articulate the outcomes achieved by pupils in all key stages?

The discussion focussed on how leadership, as a response to the findings of the inspection, has had a positive influence on teaching and learning:

- Early Years: strong teamwork, effective organisation and highly inclusive practice have had a direct impact on children's progress.
- Phonics: success in delivery of the Read, write, inc intervention programme, provision of new resources and staff training have all contributed to the improvement in 2017.
- Key Stages 1 and 2: strong teaching of reading, good teamwork between teachers and assistants in writing and effective delivery of problem solving and reasoning in mathematics have impacted well on pupils' outcomes this year.

Effective use of performance management together with a focussed staff development programme have also had a positive influence on pupil gains.

Challenging targets, agreed with pupils and their parents have been a key factor in raising expectations of the standards and progress that pupils are capable of reaching.

Do reports presented to governors ensure that they are well informed about the progress and attainment of pupils (including groups of pupils) in each key stage, in a range of subjects, compared to national averages?

The Chair of Governors attended the SIP meeting and contributed to the discussion about pupil outcomes in each key stage.

The full governing body meeting will be used to brief all board members on the 2017 pupil outcomes and the findings of this Autumn Term SIP meeting.

Does the school’s self-evaluation include the 2017 outcomes and reflect an accurate self-assessment?

The self evaluation (SEF) will be updated after half term with 2017 pupil data.

Does the school’s development plan include precise, measurable targets which reflect priorities identified from the school’s analysis of 2017 pupil outcomes?

The following targets have been agreed:

Early Years: GLD to be at least in line with the 2018 national result and to further improve the percentage of children exceeding the learning goals.

Summer 2018	Expected	Greater Depth
Year 1		
Reading	70%	37%
Writing	60%	30%
Mathematics	70%	33%
Year 2		
Reading	83%	43%
Writing	80%	47%
Mathematics	87%	47%
Year 3		
Reading	82%	50%
Writing	64%	32%
Mathematics	81%	45%
Year 4		
Reading	85%	35%
Writing	73%	23%
Mathematics	88%	15%
Year 5		
Reading	59%	27%
Writing	51%	6%
Mathematics	55%	5%
Year 6		
Reading	78%	28%
Writing	61%	33%
Mathematics	67%	28%

Part 4: Support and Challenge

Additional support accessed in 2016-17

Finance	✓	HR	✓	SIP	✓	Partnership	✓
Health and safety	✓	Early Years Team	✓	School support officer	✓	EOTAS	☐
Pupil Premium	☐	Virtual School	☐	Health and wellbeing	✓	SEND Team	✓
Teaching Schools	☐	Speech and language	✓	Gov. support and training	✓	NQT Induction	☐
EWO	☐	Safeguarding	✓	ICT	✓	PRU	☐
HT Appraisal	✓	Behaviour Support	✓	Music service	✓	Library service	✓

Feedback from Headteacher on the impact of this support/challenge:

None

Requests for further support:

None

Agreed next SIP visit date: 07 February 2018

The Spring SIP visit will concentrate on the quality of teaching, learning and assessment and the effectiveness of leadership and management.

Please agree one from the following menu of activities:

- Joint classroom observation with headteacher and/or senior or middle leaders to ensure consistency in assessment of strengths and weaknesses of teaching
- A review of the effectiveness of school's approach to monitoring the quality of teaching and learning
- A scrutiny of pupils' work and discussion with pupils jointly with the headteacher and/or senior or middle leaders
- A review of the school's process for performance management of teaching and/or support staff
- A review of the effectiveness of the school's approach to assessment and leaders' success in ensuring accuracy of assessment
- A review of the quality of teaching in Key Stage 2 with a particular focus in foundation subjects.
- Or an alternative activity to meet the precise needs of the school (detailed below)

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