

# Ringway Primary School

Headteacher: Mrs H Scott  
 Chair of Governors: Mr Kristian Marshall  
 School Improvement Partner: Derek Sleightholme  
 Date of Visit: 24 May 2017



## Summer Term SIP Report 2017

Part 1	Last Ofsted Judgement	SEF Judgement	SIP Judgement
<b>The Overall Effectiveness of the School</b>	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 Previous Ofsted Inspection: 02 – 03 March 2017**

### A summary of the progress made in the autumn and spring terms 2016 - 2017

*The Ofsted Report improvement areas were:*

- Improve pupils' outcomes at Key Stages 1 and 2
- Strengthen the effectiveness of leadership
- Diminish differences in the progress and attendance of disadvantaged pupils

*The impact of actions taken to address these priorities is:*

The post inspection Impact Plan is being implemented robustly. Leaders are addressing the low attendance of some pupils. They have revised the self-evaluation (SEF). Leaders engaged a consultant who has advised on curriculum development including topics that are designed to encourage pupils to work at greater depth.

The headteacher has adopted the Primary Commissioner's suggested model of tracking individual pupil's progress. The new Chair of Governors and headteacher are focussed on ensuring actions are an effective response to the findings of the Ofsted Inspection.

*Since the previous report the school has made variable progress towards its targets:*

- Early Years: 79% GLD with 36% exceeding.
- Year 1 phonics: 90%.
- Year 2: reading 92% pupils on track for the expected standard. Writing and mathematics: 73%.
- Year 6: reading 20% pupils on track for the expected standard. Mathematics: 33%, Writing: 27%. (If these predictions are confirmed the attainment of this cohort will be below the 2016 floor measures).
- Year 5: Pupils currently in Year 5, are on track to attain higher standards.

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

- Continue to address the areas for improvement identified in the Ofsted Inspection Report.

- Ensure the Impact Plan is regularly updated to show the influence of actions taken on pupil academic as well as personal outcomes.

**Has the SIP shared with leaders the most recent guidance on:**

Single Central Register?	Yes
Website compliance?	Yes
Ofsted 'requested' documents (see P15 Ofsted handbook)?	Yes

<b>Type of school</b>	Primary	<b>Current number on roll</b>	162
<b>Age range of pupils</b>	4 - 11	<b>% of disadvantaged pupils</b>	6

**Part 2: Detailed Analysis and Evaluation of Safeguarding and Personal Development, Behaviour and Welfare:**

**Safeguarding**

The findings of the recent Ofsted inspection:  
Safeguarding arrangements were described as 'effective'. Leaders 'take responsibilities for pupils' welfare seriously' and 'carry out appropriate measures to ensure the suitability of adults working on site'. Pupils told inspectors they feel safe at school and their parents agree.

**Current practice and procedures meet requirements.**

Single Central Record (SCR): This was checked during the recent inspection and meets requirements.

Training Records check:

Child Protection Training: The Ofsted inspectors confirmed both Designated Safeguarding Leads and other staff training is up to date.

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

- The inspection confirmed no actions were required.

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

- This is not an area for improvement.

## Behaviour

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

Lesson observations: The headteacher and SIP visited two lessons; Years 3 and 4. (University students were teaching in other classes).

The Ofsted inspector made reference to 'instances in lessons when pupils' learning wanes'. The headteacher and SIP found that in both lessons, pupils were on task and working well. Some pupils prefer to work separately to others; this facility is available to them and they were quietly on task. Year 3 pupils were following the teacher's instructions to check their recent writing. In Year 4, pupils were concentrating on writing a play script. All were purposefully engaged in this activity.

Pupil outcomes:

EYFS: 79% children are on track to reach the Good Level of Development (GLD).  
36% of children are predicted to exceed the learning goals.

Year 1: 90% pupils are on track to meet the phonics screening check. There are no Year 2 re-sits.

Year 2: 22 pupils

Reading: currently 91% on track for the expected standard

Reading: currently 32% working at greater depth

Writing: currently 73% on track for the expected standard

Writing: currently 45% working at greater depth

Mathematics: currently 73% on track for the expected standard

Mathematics: currently 27% working at greater depth

Year 5: 17 pupils

Reading: currently 77% assessed as secure

Reading: currently 18% potentially at greater depth

Writing: currently 49% assessed as secure

Writing: currently 18% potentially at greater depth

Mathematics: currently 59% assessed as secure

Mathematics: currently 24% potentially at greater depth

Year 6: 15 pupils

Reading: currently 20% on track for the expected standard

Reading: currently 0% working at greater depth

Writing: currently 27% on track for the expected standard

Writing: currently 0% working at greater depth

Mathematics: currently 33% on track for the expected standard

Mathematics: currently 0% working at greater depth

NB. These predictions would indicate that the floor standards (53% reading, writing and mathematics in 2016) would not be met.

**Pupil voice:**

During the recent inspection pupils indicated, 'bullying is extremely rare and staff act decisively'. A small group of Year 6 pupils held a discussion with the SIP. As they look towards leaving at the end of term, they recalled memories of the school they would retain. All agreed Ringway is a school where it is easy to make new friends. They like the teachers because they have provided work that pupils have enjoyed. The opportunities to learn early business skills through the enterprise projects have been very popular. Pupils know these occasions have helped them to learn team-building skills. Pupils agree the quality of their work in key skills has improved, for example, their ability to produce neat legible writing and apply layout techniques when completing topic work in their project files. Pupils confirm their teachers praise good effort with points allocated into software, that records individual totals. Pupils can access their individual points data when at home and they can take decisions on how to 'spend' their points. Some pupils confirmed they have donated points to their school 'house', so that the benefits can be shared more widely.

A discussion took place two days after the terrorist incident in Manchester. Pupils confirmed the event had been a playground talking point. All agreed the incident was an evil event. They have a secure awareness of the danger of radicalisation.

**Behaviour logs:**

Currently a NIL return

**Exclusions:**

Currently a NIL return

**Attendance:**

All: 96.1%, authorised absence 2.6%, unauthorised absence 1.3%

PP: 41%

SEND: 13%

**Attendance was identified by Ofsted inspectors as an area for improvement**

**Actions to prevent and tackle bullying:**

No recent actions taken

The headteacher has responded effectively to the recommendation of the inspection to improve attendance by:

- Introducing a system of staged letters to parents. Stage 1 – letter of initial concern. Stage 2 – request to meet the headteacher and discuss individual record. Stage 3 – EWO involvement.
- Letters are also issued, with records, where there is a concern about late arrival to school.
- Letters are issued informing parents of the impact a holiday has had on their child's learning.
- Recording telephone conversations when a parent indicates their child will be absent.
- Letters are also issued recognising good improvement.
- Raising the profile of good attendance through weekly displays covering attendance and behaviour.

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

- By the end of the term certificates will be issued for 97%+ attendance.

## Personal Development and Welfare

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

Spiritual, moral, social and cultural (SMSC) was a focus during the learning walk with the headteacher:

Pupils access a range of after school clubs that provide good opportunities for them to develop personal skills. They learn about the importance of team building and fair play through a varied sports programme. This includes football, kick-boxing, cookery and athletics. The sports partnership programme is supporting pupils' health and welfare (currently in reception and Year 6). Year 2 pupils access swimming.

Pupils have many opportunities to reflect on each other's achievements; these contribute to their spiritual development. A recent example, being a young writers poetry competition, where twelve Year 5 pupils will see their work published.

Social and moral development has been promoted during a science week where pupils learned how to conduct experiments so that tests were fair and how to measure results accurately.

SMSC focus during lesson observations:

Pupils' good effort reflects their good moral development and commitment to completing their work and correcting it to improve the quality.

Understanding of values required in modern Britain:

This is promoted through the RE curriculum where pupils learn about current events, different cultures and beliefs. Pupils' views about the recent terrorist attack in Manchester are recorded in the section on behaviour.

Work scrutiny;

Two enterprise books were scrutinised during the SIP visit. One provided evidence of personal learning, where pupils had devised an electronic game that challenged their peers. Pupils designed the game, produced self-review cards and evaluated each other's work. The Easter fund raising project 'Make £5 Grow' provided pupils with excellent opportunities to develop their business skills. They researched business ideas, planned the production of products (Easter gifts such as 'bunny biscuits'), considered packaging and presented their ideas in a 'Dragons Den' format. A representative from Virgin Money supported the project. From a starting capital of around £75, pupils efforts helped raise almost £1000 for school funds.

Pupil voice:

In a discussion with Ofsted inspectors pupils confirmed they know how to stay safe online and on the roads.

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

- A parent and pupil questionnaire is currently being analysed. The emerging picture is that almost all pupils express positive views about their school.
- Recent success in the Young Writers Poetry Competition (see above)

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

- Planning for the Summer Fayre. This will provide pupils with another opportunity to use their enterprise skills when they plan and organise the cake stall and sell the products.

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

Personal development, behaviour and welfare are **good**.

*The SIP and headteacher agreed the activities undertaken during this SIP visit provided firm evidence that matches the following Ofsted grade descriptors for these aspects of provision:*

- *Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.*
- *Pupils show respect for others' ideas and views.*
- *Pupils conduct themselves well throughout the day, including at lunchtimes.*
- *The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.*
- *The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.*
- *Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.*

## Part 3: 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 has taken action to improve attendance – see evidence recorded under behaviour.

She has systematically scrutinised the inspection judgements and worked with her Assistant Headteacher to draw up an impact plan. This sets out the actions that are being taken to address those aspects of provision that merit attention. Leaders have also revised the SEF. The new Curriculum Action Plan sets down the detailed steps that are being followed to address achievement in literacy and numeracy and identifies the assessment procedures that are essential to ensure pupils' progress is accelerated in these core skills. Guidance available through partnership links has helped formalise the teaching and learning approaches that are being followed to improve pupils' spelling, punctuation, grammar and handwriting skills.

A curriculum overview has been drawn up to ensure entitlement to content for each year group. This work has been enhanced through the use of an external consultant who has suggested cross-curricular topics designed to stimulate learning and open up opportunities for pupils to work at greater depth. The day-to-day timetable has been adjusted to ensure basic skills have sufficient time on the programme.

Group intervention sheets and teaching assistant daily records are used to inform flexible

deployment of pupils to groups.

The deployment of staff to classes in September will include two returning teachers. The headteacher has a plan to brief them on all recent changes later this term.

The Primary Commissioner has visited the school recently for a similar purpose. During a briefing session he presented a model for tracking individual pupil's reading, writing and mathematics attainment and progress; the headteacher has adopted this guidance.

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

The new Chair of Governors meets the headteacher regularly. Both will attend a meeting with the Head of School Improvement on the 28th June, to provide an update on actions taken arising from the findings of the inspection.

#### **Part 4: Support and Challenge**

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

Requests for further support:

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