

Ringway Primary School

Headteacher: Hazel Scott

Chair of Governors: Kristian Marshall

School Improvement Partner: Derek Sleightholme

Date of Visit: 14 June 2018

Summer Term SIP Report 2018

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 Previous Ofsted Inspection: 02 - 03 March 2017

A summary of the progress made in the autumn and spring terms 2017 - 2018

The key improvement areas from the previous SIP reports and the development plan were:

- Continue to implement the areas for improvement in the post inspection action plan.
- Ensure that learning across foundation subjects also enhances key literacy and numeracy skills.
- Formalise a written protocol for monitoring activities.
- Further develop monitoring practices by accessing support from the local authority and national sources.

The most significant impact in addressing these areas for improvement has been:

- Current classroom and corridor displays confirm literacy and numeracy skills are enhanced during learning throughout the curriculum. For example, pupils researched the work of leading scientists and used writing and presentation skills to illustrate their learning. Staff have accessed the expertise of a curriculum consultant who provided guidance on topic selection and evaluating progress in history and geography. The headteacher and her history and geography subject leaders are preparing for the visit of an HMI who is conducting a research project. The findings will be used to inform revision of the current Ofsted inspection framework.
- Governors now use a template to record findings during monitoring visits. This refers to relevant action plan priorities, summaries the evidence and the key points from meetings. The impact is that, when governors receive feedback, their discussions are more focussed and appropriate to their challenge and support role.

Since the SIP visit the headteacher has received 2018 Year 6 provisional SATs results. These show a marked improvement in reading and writing and maintenance of good outcomes in mathematics. Accordingly the LA has agreed to regrade the school as good.

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

The key improvement areas continue to be:

- Prepare for a visit by HMI who will be conducting a curriculum research project.
- Use the outcomes of monitoring by leaders and governors to inform a strategic planning meeting on the next steps for school development.

Type of school	Primary	Current number on roll	173
Age range of pupils	3 - 11	% of disadvantaged pupils	17

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

	Yes	No
Single Central Register/ Keeping Children Safe in Education?	✓	
Website compliance?	✓	
Ofsted 'requested' documents (see P15 Ofsted handbook)?	✓	
Ofsted's new arrangements for short inspections and their possible outcomes?	✓	

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

Safeguarding

The effectiveness of safeguarding is evidenced in:

- a discussion with the designated safeguarding lead.

Safeguarding arrangements were last reviewed by the SIP during the summer term visit 2017. 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 lead officer training.
- annual review by governors' of the Safeguarding Policy.
- annual review by governors' of the Child Protection Policy.
- annual review by governors' of health and safety.
- e safety for pupils and parents. Parents have been supplied with a guidance booklet.
- updated the single central record.
- new identification badge system for visitors to the school.
- new identification system for staff.
- consultation with residents and parents on resolving parking issues outside the school.

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

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

- electronic recording (APP based) of safeguarding / child protection incidents

The SIP drew the headteacher's attention to the recent publication of:

'Keeping Children Safe in education: for schools and colleges (guidance from 03 September 2018)'.

The link to this guidance is

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

UNTIL THAT POINT SCHOOLS AND COLLEGES MUST CONTINUE TO HAVE REGARD TO THE 2016 KCSIE

Behaviour

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

This is evidenced in:

Learning walk

A tour of the school with the headteacher and Chair of Governors confirmed pupils behave well in lessons and respond positively to the tasks they are asked to do. Teaching is consistently using the traffic light system to encourage positive behaviour. There was no evidence of low level disruption during visits to classrooms. Pupils were following instructions and on task.

School logs:

- No exclusions.
- Few incidents of low level disruption.

Attendance: Currently 96%

Work scrutiny (writing books from Years 2 and 6):

- Year 2: the sample confirmed teaching has focussed on actions designed to improve the quality of writing in terms of content and presentation. Pupils have responded positively with improvement evident over time. Teachers' is using coloured (green pen) marking to note success; the sample included many 'green' examples suggesting pupils have concentrated well and showed a willingness to produce quality work. Occasionally teaching has picked up on a suggested improvement (the code is 'pink to think') and pupils have corrected work accordingly. A Year 2 pupil target, 'to improve letter formation', has been met well. Recent writing reveals consistent letters, formed legibly and aligned to the guidelines on the page. The pupils has clearly set out to reach the target that was set.
- Year 6: the sample confirmed strong evidence of improvement with recent work being very well presented. Pupils were asked to write a letter to the Minister for Education expressing their concerns at the national test (SATs) programme. They tackled this task with enthusiasm and showed ability to make the case for the abolition of SATs in a formal letter. Typically pupils used well chosen vocabulary, constructed sentences clearly, used grammar correctly and applied their technical presentation skills carefully. The completed letters are firm evidence that pupils have risen to the challenge of the task and have acquired skills that will help them in life ahead.

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

- introduction of traffic light system for behaviour management in classrooms
- 'good friend' week organised for pupils.

Leaders are reporting two sets of improved academic outcomes since the 2017 inspection. Although they rightly trace this to improvements in teaching and learning it is very clear that pupils positive attitudes and behaviour have contributed to this success.

No further areas for improvement with behaviour are planned for the remainder of the academic year.

Personal Development and Welfare

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

This is evidenced in:

Learning walk

School displays include evidence of pupils personal spiritual, moral, social and cultural (SMSC) development. Staff have accessed the expertise of a curriculum consultant who provided guidance on topic selection and evaluating progress in history and geography. Displays include convincing examples of how topics are being used to consolidate literacy and numeracy skills. For example:

- Pupils recollections of personal 'wow' moments such as cooking spaghetti bolognese for the family, adding spices and helping to set the table for everyone (Spiritual/Moral/Social development).
- Classroom success charts - recognition for 'excellent effort' leading to higher status as a 'role model'. In another class this is interpreted through musical phrases including 'stellar performance' leading to 'you are a rockstar' (Spiritual/Moral development).
- photographic evidence of the products through the enterprise programme and on sale at Alnwick Garden (Moral/Social/mathematical and business skills development).

Classroom visits:

- Nursery children take part in the well attended 'coffee and chat' session. They follow routines and play games together. (Moral/Social development).
- Year 6 pupils who are reflecting on their own writing completed early in the autumn term. In this lesson they have edited the text, incorporated new techniques and improved the quality of their presentation (Moral development).
- Year 2 pupils listen intently to their teacher and when one pupil reads an extract from her poem (Moral development).

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

- raising the profile of 'star of the week' in school assemblies.
- regular opportunities for pupils to develop teamwork skills (enterprise).

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

- School events including sports day and a leavers celebration that recognise pupil achievement.

Quality of provision for Looked after children

Currently there are no Looked After Children attending this school.

The headteacher is the Designated Teacher for LAC. Arrangements are in place to meet statutory requirements should a LAC be admitted. These include the drafting of a Personal Education Plan (PEP) with appropriate support for the Designated Teacher for LAC to fulfil the role. The Designated Teacher for LAC, who has the February 2018 revised statutory guidance, is preparing to meet the requirements and is aware that the responsibility from 01 September will also be for post-LAC children.

The quality of provision for Looked After Children (LAC) will be reported at a future date.

SIP's overall judgement for Personal Development, Behaviour and Welfare (using the specific grade descriptors in the Ofsted handbook)

The SIP and headteacher agreed the activities undertaken during this SIP visit provided evidence that the following Ofsted grade descriptors for **good** personal development, behaviour and welfare are currently met:

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- 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 are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- 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.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- 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?

During this academic year leaders have monitored these aspects of personal development, behaviour and welfare:

The headteacher, by regularly use of 'drop in to lessons' as well as making formal observations, has an accurate assessment of pupils' behaviour and attitude to learning. This also extends to behaviour during playtimes and receipt of feedback from educational visits. Teachers regularly report on pupils' good conduct when they attend swimming or take part in partnership events with pupils of other schools.

Leaders' monitoring and staff discussions have led to adjustments designed to strengthen pupils outcomes especially their personal development. This year these include:

- Introduction of a traffic light system that supports pupil management and self-discipline.
- Changing the format of assembly to incorporate 'stars of the week'. The success of these pupils is brought to the attention of their parents through a secure approach to social media.

How effective are Governors in monitoring and evaluating Safeguarding?

During this academic year governors have monitored these aspects of safeguarding:

A governor has completed a safeguarding monitoring visit. This was subsequently discussed and led to:

- the introduction of revised identification arrangements on entry to the school.
- the current consultation on parking outside the school.

The board of governors have completed the annual review of the safeguarding, child protection and health and safety policies.

The actions taken support the judgment that **governance is effective** in discharging core statutory functions for monitoring and evaluating safeguarding.

Part 4: Support and Challenge

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

Very supportive

Requests for further support:

None

Derek Sleightholme
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