

Local Authority Annual Review - Autumn Term 2019

Ringway Primary School

Headteacher: Hazel Scott

Chair of Governors: Kristian Marshall

School Improvement Partner: Derek Sleightholme

Date of Visit: 06 November 2019

Part 1	Ofsted Judgement (June 2019)	SEF Judgement	Emerging LA Judgement
Overall Effectiveness	Good	Good	Good
Quality of Education		Good	Good
Behaviour and Attitudes		Good	Good
Personal Development		Good	Good
Leadership and Management		Good	Good
Early Years Education		Good	Good

Type of school	Primary	Current number on roll	180
% of SEND pupils	15	% of disadvantaged pupils	26

This school has the following strengths:

Quality of Education

Early Years

- The percentage of pupils attaining the Good Level of Development (GLD) was slightly above average. By the end of reception one third of this cohort exceeded one or more of the learning goals. Most pupils made good progress and were well placed to commence the Year 1 curriculum.
- Far more girls than boys attained the GLD. One reason was that all the pupils with special educational needs and/or disabilities (SEND) were boys.
- Pupils benefit from a varied and challenging curriculum that supports their early academic and personal needs.

Key Stage 1

- In 2019 the percentage of pupils meeting the Phonics Screening Check was broadly average. Although almost all girls met the check, the percentage of boys reaching this measure was significantly down. Consequently, the gender gap widened. Leaders confirmed the SEND pupils in this cohort are boys with speech and language disabilities. School tracking shows girls made strong progress in the acquisition of letters and sounds and most boys made good progress.
- At the end of Year 2, the percentage of pupils attaining the expected standard in reading, writing and mathematics was above average. In 2019 fewer pupils were working at greater depth in these subjects. Leaders indicate this can be traced to the fact that some of these pupils did not reach the GLD at the end of reception because they had struggled with early literacy and numeracy.

- Ofsted inspectors observed these pupils during the summer term 2019. They confirmed the curriculum and effective teaching was supporting pupils well and they were making good progress.

Key Stage 2

- By the end of Year 6, pupils had made strong progress in reading and their attainment was above average. Historic gender differences had been reduced. Some disadvantaged pupils had made the fastest gains; they had benefited from access to interventions during their Key Stage 2 years that had often been personalised to their needs. Writing is slightly below average and mathematics attainment was above average. Pupils working at greater depth in these subjects included some who were disadvantaged and with SEND.
- The well-planned curriculum has ensured pupils have opportunities to use their literacy and numeracy skills in topic work especially the humanities and science.

Behaviour and Attitudes

- During a summer term learning walk the SIP observed pupils settled and working well. They spoke politely to visitors and were confident in the presence of their headteacher.
- Leaders have submitted NIL returns for exclusions, bullying and racist incidents.
- Attendance for the academic year 2018-2019 was 95.4%. Attendance since the beginning of the Autumn Term is 95.2%. Inspectors noted attendance has improved since the 2017 inspection.

Personal Development

- The school makes a strong commitment to pupils' personal development. A wide range of activities are provided. Some require pupils to take responsibility, make decisions, think deeply about moral and social issues and learn about democracy and respect. Taken together the wider curriculum ensures pupils are well prepared for the next stage and life ahead.

Leadership and Management

- Safeguarding is effective.
- Leadership, especially when this has focussed on teaching and learning, has successfully tackled previous weaknesses so that the school is once again rated by Ofsted as a 'good' school. Since the inspection leaders have revised the self-evaluation (SEF) and school development plan (SDP) to align it with the 2019 revised Education Inspection Framework. They are using the transition period uniquely available to 'good' schools to further develop subjects so that all make a strong contribution to the overall quality of education. Governors conduct regular focussed visits. They use them to strengthen their challenge and support role.

To improve the school needs to:

Early Years

- Review the curriculum to ensure it provides increased opportunities for independent learning and helps disadvantaged pupils to make quicker progress. Continue to develop reception practice through effective transition with Year 1.
(this should be evident in the 2020 GLD outcome and Year 1 tracking.)

Key Stages 1 and 2

- Continue to provide flexible interventions targeted at improving competence in reading, writing and mathematics. *(on-going through the academic year)*
- Improve spelling, handwriting and presentation. *(Impact evident by December 2019)*
- Ensure the specific vocabulary relating to subjects has a higher profile in classrooms. *(Impact evident by December 2019)*
- Ensure the curriculum is fine tuned to ensure pupils have improved opportunities to work at greater depth. *(this should be evident in the 2020 pupil outcomes)*
- Year 4 pen licence introduced. *(Impact evident by December 2019)*

Leadership

- Curriculum leaders compile a portfolio of evidence that shows progress in the development of their subject. *(this should be evident by July 2020)*
- British values – ‘thought of the week’ promoted through celebration assemblies and school events *(this should be evident by December 2019)*

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 ’ part 1, September 2019?	Yes
Website is compliant with the most recent statutory guidance?	Yes
Parent View feedback has been reviewed since the changes in September 2019 ?	Yes
Ofsted ‘requested’ documents are in place?	Yes

Part 2: Detailed analysis and evaluation of the impact of the curriculum on the Quality of Education:

NB: In each key stage the number of disadvantaged, special educational needs and disabilities (SEND) and English as an additional language (EAL) pupils is too small to make reliable comparisons with the national results for these key groups.

Early Years

Reception: 29 pupils: 15 boys, 14 girls, 4 disadvantaged, 4 with special educational needs (SEND), 0 with English as an additional language (EAL).

The Ofsted Inspection (May 2019) confirmed ‘the majority children start in the early years with skills and abilities which are typical for their age’. Although this was a broadly similar cohort there were a small number of pupils with low starting points. This year 76% of pupils attained a Good Level of Development. This is slightly above the national result and similar to recent years. Approximately one third of pupils were demonstrating skills and abilities exceeding one or more of the learning goals. Three of the disadvantaged pupils secured a GLD. All SEND pupils were still working towards a GLD.

Girls’ outcomes (86% GLD) were significantly better than boys (67% GLD). Since 2017 the gender gap has widened considerably; the reverse of the national trend. Leaders have traced this to the fact that all the SEND pupils were boys and this impacted negatively on the result for boys overall. Ofsted inspectors observed reception pupils and commented positively on how the curriculum provided them with a ‘variety of challenges both indoors and outdoors’. Such provision has helped to ensure most pupils made good progress when set against their individual starting points. Effective collaboration with nursery staff ensures pupils get off to a flying start in their understanding of letters and sounds (phonics). Staff have improved the range of reading books in reception so that the vocabulary matches the sounds they are being taught during daily phonics sessions.

Curriculum actions to further improve the quality of education were agreed as:

- A review of the Early Years curriculum to ensure it provides increased opportunities for independent learning.
- Ensuring staff have access to appropriate training.
- Ensuring that learning activities appeal to disadvantaged pupils so that more make accelerated progress and exceed the learning goals.

KS1

Year 1: 30 pupils: 13 boys, 17 girls, 5 disadvantaged, 6 with special educational needs (SEND), 0 with English as an additional language (EAL).

Phonics: In 2019 the percentage of pupils meeting the phonics screening check was broadly average. The result, down slightly this year, is the combination of the strong outcome of girls (94%) and a significant dip by boys 69%. In recent years girls have always outperformed boys; this year the gap has widened from 5% to 14%. Three disadvantaged and two SEND pupils met the check; this is typical of recent years. Leaders confirmed the SEND pupils in this cohort are boys and most display speech and language disabilities. These pupils, now in Year 2 are accessing an additional phonics intervention to accelerate their individual reading skills. School tracking shows girls made strong progress in the acquisition of letters and sounds and most boys made good progress.

Year 2: 27 pupils: 14 boys, 13 girls, 4 disadvantaged, 3 with special educational needs (SEND), 0 with English as an additional language (EAL).

The Ofsted Inspection (May 2019) noted the actions taken by leaders that had led to improvements in the overall quality of education provided at this school. One important outcome has been the raising of pupil achievement across all core subjects. By the end of Key Stage 1 attainment in 2019 at the expected standard is above average in reading, writing and mathematics. Science attainment is broadly average. Success in improving the curriculum for Key Stage 1 pupils contributed to the recognition that Ringway Primary School is once again a 'good' school.

● **Reading:** Attainment this year at the expected standard is above average. At greater depth it is slightly above average. There is no significant gender gap at the expected or higher standards. All disadvantaged pupils and two pupils with SEND attained the expected standard. Two disadvantaged pupils and one with SEND had made accelerated gains and are now working at greater depth. In recent years, reading attainment at the expected standard has often been above average. Historically this has also been true for those pupils working at greater depth. Since 2017 a downward trend across three years has led to the percentage of pupils at the higher standard becoming in line with the national average. Leaders confirm this is a cohort issue as some of these pupils were still working towards the GLD at the end of reception.

● **Progress:** Leaders' tracking shows progress in reading has been at least good. Disadvantaged pupils have regularly made faster gains because they have been able to access interventions through flexible deployment matched to their individual needs.

Writing: Attainment at the expected standard at the end of Year 2 was above average. This is consistent across the most recent three years. Although girls have outperformed boys again this year, the gap has diminished significantly at the expected standard. The percentage of pupils working at greater depth is marginally above average. Boys' and girls' results at this higher standard are broadly similar. All disadvantaged pupils and two with SEND attained the expected standard. One disadvantaged pupil and one pupil with SEND were working at greater depth.

● **Progress:** Leaders' monitoring has confirmed stability in teaching has ensured confident delivery of a wide-ranging opportunities for writing. This has impacted well on pupils' progress. Work scrutiny has confirmed writing across the curriculum has added value to pupil gains and the good rate of progress most have made.

Mathematics: Attainment at the expected standard at the end of Year 2 in 2019 was above average. The percentage of pupils working at greater depth has shown a downward trend across three years and is slightly below average. There is no significant gender gap at either the expected or higher standards. All disadvantaged pupils and two pupils with SEND attained the expected standard. One disadvantaged pupil and one pupil with SEND were working at greater depth. Leaders response to this is to adjust the curriculum so that pupils have more opportunities to access deeper learning across all aspects of mathematics.

● **Progress:** These pupils were observed by Ofsted inspectors who confirmed most were making good progress

in this core subject.

Science: Attainment in science at the end of Year 2 is in line with the national result.

● **Progress:** Leaders' monitoring has shown pupils make good progress in this subject because they enjoy the practical investigations that help them to acquire a secure understanding of scientific knowledge and concepts. Leaders also cite improvements in staff subject knowledge that has been acquired through an effective professional development programme.

Progress in foundation subjects: Leaders' monitoring over time indicates most Key Stage 1 pupils make good progress in humanities, physical education and creative learning experiences. Pupils particularly enjoy the school visit programme that includes visits to museums and the theatre. The school has established a strong reputation for its curriculum activities on enterprise. These help pupils acquire team building and future life skills.

Reading developments: Leaders have extended the reading scheme and a whole school approach to the enjoyment of novels. These are used as a starting point for learning across subjects. This encourages pupils to read widely. Library provision has been audited by an enthusiastic teaching assistant. New book resources have been provided. Staff have accessed refresher training on the Read, Write inc intervention programme.

Curriculum actions to further improve the quality of education were agreed as:

- Continue to develop reception practice through effective transition with Year 1; this is designed to support those pupils who have not reached the GLD by the end of reception.
- Continue to provide flexible interventions targeted at improving competence in reading, writing and mathematics.

Whole school improvements:

- Spelling, handwriting and presentation.
- Ensure the specific vocabulary relating to subjects has a higher profile in classrooms.
- Ensure the curriculum is fine tuned to ensure pupils have improved opportunities to work at greater depth.

KS2

● **Year 6:** 21 pupils: 8 boys, 13 girls, 6 disadvantaged, 3 with special educational needs (SEND), 0 with English as an additional language (EAL).

Pupils continue to make good progress during Years 3 to 6. They do this because the curriculum is well planned and appeals to pupils representing all key groups. Some disadvantaged pupils have made the most rapid gains. Some pupils with SEND have responded very well to provision made for them and are working at greater depth. Inclusive teaching approaches evident in the curriculum, prepare pupils well for life ahead.

● **Reading / Writing / Mathematics:** In 2019 the percentage of pupils attaining the expected standard in combined reading, writing and mathematics is broadly average. At greater depth it is marginally above average for these combined subjects. This represents an overall similar picture to the previous year, which in turn was an improvement on the 2017 results.

● **Reading:** Reading attainment at the expected standard has shown a rising trend across three years. The results of this cohort are impressive. All boys and almost all girls reached the expected standard and the overall percentage was well above average. The proportion of boys working at greater depth has been improving. In 2019 this proportion is above average and better than the broadly average result of girls, these are down on the previous year. Significant progress has therefore been made in narrowing the gender gap in this key skill. Four disadvantaged pupils and two with SEND attained the expected standard. One disadvantaged pupil and one with SEND were working at greater depth.

● **Progress:** School tracking during Key Stage 2 confirmed most pupils made good progress; some made rapid

gains. The curriculum provision for reading in this key stage is a particular strength and to the above average progress made especially by boys and SEND pupils. Many of these pupils have benefitted from access to Read, Write inc provision earlier in their time at school.

Predicted VA score is + 4.58 (above average and potentially top 10%) boys 6.48 / girls 3.41 / disadvantaged 1.34 / SEND 5.19

● **Writing:** Writing attainment at the expected standard is slightly below average; at greater depth it is slightly above the national result. Results by gender across three years are inconsistent. Although boys' results at the expected standard show an upward trend, no boys in any of the last three cohorts have been assessed as working at greater depth. By contrast, although the percentage of girls attaining the higher standard has been improving and is now above average, their result at the expected standard has dipped sharply this year and is below average. Three disadvantaged pupils attained the expected standard; the remaining three and all pupils with SEND were working towards the expected standard. The headteacher confirmed that two out of the three SEND pupils were girls and this impacted negatively on the overall gender result.

● **Progress:** Most pupils made at least average progress. Those with SEND made slower gains.
Predicted VA score is + 2.35 (average) boys 1.48 / girls 2.89 / disadvantaged -0.91 / SEND -3.50

● **Mathematics:** All boys attained the expected standard. By comparison one third of girls were still working towards this measure; their disappointing result brought attainment at the expected standard down to average.

Girls outperform boys at greater depth. Their results were broadly in line with the national; boys were below average at this higher standard. Girls' results have declined between 2017 and 2018. Boys attainment have varied with different cohorts. Two disadvantaged pupils and two with SEND attained the expected standard; no pupils in these groups were working at greater depth. The headteacher traced these outcomes to a pupil cohort who struggled with mathematical concepts.

● **Progress:** Although boys and SEND pupils progress was very positive most pupils made broadly average gains.

Predicted VA score is + 2.76 (average) boys 6.38 / girls 0.54 / disadvantaged -0.95 / SEND 5.01

● **Grammar, punctuation and spelling:** Outcomes are similar to previous years and are predicted to be broadly in line with the national picture. However, closer analysis shows boys' results at both the expected standard and at greater depth have improved, whereas girls have dipped. Three disadvantaged pupils and one with SEND attained the expected standard; no pupils in these groups were working at greater depth.

● **Progress:** Leaders agree progress was overall good progress but better in grammar than in spelling and handwriting.

● **Science:** The percentage of pupils attaining the expected standard is slightly below average. A much-improved result for boys is offset by a decline in the proportion of girls meeting the expected standard. This can be traced to the impact of girls with SEND.

● **Progress:** Most pupils made at least the gains that are expected as they enjoy practical subjects.

● **Progress in foundation subjects:** Leaders confirm these are as reported for Key Stage 1.

Curriculum actions to further improve the quality of education were agreed as:

These are the same as the whole school issues reported in Key stage 1.

Part 3: Leadership

How do school leaders monitor and evaluate the impact of the curriculum on the quality of education? Can all leaders articulate how this monitoring leads to further development?

Leaders secure evidence that informs the SEF through regular monitoring of lessons, learning walks, sampling of pupils' books, listening to pupils read and regular analysis of tracking data. Information gained through monitoring is used to adjust the curriculum actions specified in the development plan.

Senior leaders have raised the profile of middle (subject) leaders by providing them with opportunities to practise the skills they have acquired through access to professional development. The Early Years team have benefitted from links with the local authority EYFs specialist.

Pupil progress meetings with each teacher are timetabled for each half term. The discussions inform actions to address any pupil at risk of not making sufficient progress and adjustments to performance management targets. The headteacher and her deputy have completed the 2019 performance management arrangements for all teachers and assistants.

Governors have implemented a programme of focussed visits. These have covered safeguarding, health and safety and SEND.

Do reports presented to governors ensure that they are well informed about the quality of education in each year group, key stage, and in a range of subjects?

Governors are provided with:

- Termly report by the headteacher
- The self-evaluation (SEF)
- The development plan (SDP)
- Updates on the budget profile
- Pupil performance data

Governors meetings include information gained from

- Focus visits
- Governor discussions with subject leaders.

(Changes in membership of the governing body are including a review of their links to subjects)

- The headteacher's termly report.

The minutes of Governor meetings are circulated to all body members and are posted in the staff room.

Does the school's self-evaluation include the impact of the curriculum on the quality of education and reflect an accurate self-assessment? Are priorities for curriculum improvement identified?

- The school self-evaluation (SEF) has been updated to match the 2019 Education Inspection Framework. It provides an accurate picture of the strengths and areas for development at this school. Ofsted inspectors confirmed this was also true of the previous version provided to them last May.

Does the school's development plan include precise, measurable targets and expected impact?

- The development plan has been rewritten so that it sets out clear priorities to further improve the quality of education provided by the school. Actions are colour coded (red/amber/green – 'RAG') to pinpoint progress with actions. Middle leaders mirror this approach for their subjects.

How are leaders managing staff workload?

A staff questionnaire was used to secure feedback on aspects of the school. Senior leaders listened to staff and made the following adjustments to ease workload:

- Adjusted marking policy.
- Staff meetings reviewed with tighter control of agenda items.
- Yearly calendar made available.
- Leaders give notice for monitoring arrangements.

- Additional time provided for subject leadership.
- Sensitive approach adopted to meet personal needs using flexible PPA time.
- IT provision has been enhanced: all staff have iPads and laptops.

How do leaders prioritise and promote reading?

- Reading in the Early Years is developed in partnership with nursery staff.
- High profile given to phonics.
- Flexible phonics groups.
- Interventions used to boost reading skills
- Guided reading timetabled: improved resources including sets of novels
- Daily story time now delivered through a novel based approach
- Review of library resources completed.
- School calendar of events includes a book fayre.
- After school book club established.

Part 4: Feedback

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

The headteacher and her deputy confirmed this SIP meeting has been very useful. The opportunity to hold professional dialogue covering pupil data and revisions to the SEF and SDP had been reassuring.

Requests for further school support:

None

Agreed next SIP visit date: TBA

The Spring SIP visit will concentrate on the intent and implementation of the Quality of Education, and the effectiveness of Leadership and Management.

Please agree activities from the following which focus on intent, implementation and leadership:

- A scrutiny of pupils' work and discussion with pupils jointly with the headteacher and/or senior or middle leaders – focus handwriting and vocabulary.
- A review of the quality of how the curriculum and teaching are supporting pupils to work at greater depth.

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