

## Local Authority School Improvement Partner Report: 2023 – 2024

### Ringway Primary School

<b>Headteacher</b>	Lisa Robson		
<b>Chair of Governors</b>	Kristian Marshall		
<b>School Improvement Partner</b>	Linda Taylor		
<b>Dates of meetings</b>	<b>Autumn:</b> 12 October 2023	<b>Spring:</b> 8 February 2024	<b>Summer:</b> 23 May 2024
<b>Focus</b>	Review of school priorities for 2023/24 Assessment in foundation subjects	Writing across the curriculum	Provision for pupils with special educational needs The school's culture of safeguarding

**Most recent Ofsted inspection judgement:** **May 2019**

**Section:** **5 (Graded)**

\*The school has not been inspected under section 5 since September 2019

<b>Overall Effectiveness</b>	<b>Good</b>	<b>Quality of Education</b>	*	<b>Behaviours and Attitudes</b>	*	<b>Personal Development</b>	*	<b>Leadership and Management</b>	*	<b>Early Years</b>	*
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**Estimated date of next Ofsted inspection:** Before September 2025 ([see NCC inspection timings document](#))

### The school currently regards its strengths to be:

- The teaching of early reading – Children begin their phonics learning as soon as they start in early years and read books that are well matched to the sounds they know. Teachers encourage a love of reading; every class has an appealing reading corner and quality texts are used to promote reading across the curriculum.

- The teaching of maths – The consistent approach from nursery through to year 6, using White Rose materials, has enabled pupils to be confident using manipulatives, solving problems and able to talk about maths and share their learning by explaining their understanding.
- Behaviour – The atmosphere around school is calm and purposeful. Pupils behave well and show respect for all those around them. In lessons, pupils are on task and engaged with their learning, with very few behaviour concerns. There have been no exclusions or suspensions in the last 4 years.
- Personal development – The pastoral team, led by the mental health lead, provides effective support for pupils’ emotional health and wellbeing. The school supports pupils’ wider development and cultural capital through a range of enrichment opportunities, e.g., school clubs, visits out, visitors into school and community links.
- Safeguarding – Staff know how to keep pupils safe and pupils know how to keep themselves safe, including when learning online.
- Subject leadership – Subject leaders have identified the skills and knowledge that they want pupils to learn, so teachers are clear about what is to be taught. Subject leaders have also considered the order in which pupils will acquire knowledge and the key vocabulary that pupils will learn in each year group.
- Governance – Governors know about all aspects of the school, through their work in either the strategic or resources committees and their link role with a specific subject or area. They share the headteacher’s commitment to all pupils at Ringway.
- Leadership – The headteacher has worked hard to build a committed staff team, all working together towards a shared vision and the Ringway ‘Respect Rainbow’ values (Respect / Equality / Self-Belief / Perseverance / Excellence / Creativity / Team work and Collaboration).

**The school currently regards the areas for development to be:**

The School Development Plan focuses on 2 specific areas for improvement during 2023/24:

- To raise attainment in writing across school, using best practice research:
  - by fostering creativity and imagination, as well as improving pupils’ stamina for writing at length.
  - by increasing pupils’ self-belief and enjoyment in writing through more opportunities to write for pleasure.
- To ensure that the school’s approach to assessment of foundation subjects is consistent across all subjects:
  - a. Reviewing how leaders use assessment to support the teaching of the curriculum.
  - b. Reviewing how teachers use assessment to inform their teaching across the curriculum, including taking appropriate action to address any gaps in learning.

**Contextual Information**

	<b>2022/23 National Statistics for Primary Schools</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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	(unvalidated) <a href="#">source 1</a> , <a href="#">source 2</a>			
<b>Current number on roll</b>	277	170 from reception to year 6, 20 in nursery and 20 2-year-olds = <b>210</b> pupils in total	170 from reception to year 6, 29 in nursery and 8 2-year-olds = <b>207</b> pupils in total	166 from reception to year 6, 37 in nursery and 8 2-year-olds = <b>211</b> pupils in total
<b>Overall attendance</b>	94.0%	<b>96%</b>	<b>95%</b>	<b>95%</b>
<b>% Persistent absentees</b>	17.2%	<b>13%</b> (23 pupils)	<b>15%</b> (26 pupils)	<b>14%</b> (24 pupils)
<b>PP attendance</b>	88.6%	<b>94%</b>	<b>94%</b>	<b>94%</b>
<b>EHCP attendance</b>	86.7%	<b>92%</b>	<b>95%</b>	<b>95%</b>
<b>SEN Support attendance</b>	88.9%	<b>97%</b>	<b>93%</b>	<b>93%</b>
<b>% and number of EHCPs</b>	2.5%	<b>1% (3 pupils)</b> 1 EHCP currently in draft stage	<b>2% (4 pupils)</b>	<b>2% (4 pupils)</b>
<b>% and number of SEND Support</b>	13.5%	<b>15% (25 pupils)</b>	<b>15% (26 pupils)</b>	<b>15% (25 pupils)</b>
<b>% and number of PP pupils</b>	24.6%	<b>28% (47 pupils)</b> 37 FSM6, 2 service and 8 LAC/Post LAC (Looked After Children)	<b>28% (47 pupils)</b> 37 FSM6, 2 service and 8 LAC/Post LAC (Looked After Children)	<b>28% (47 pupils)</b> 37 FSM6, 2 service and 8 LAC/Post LAC (Looked After Children)

<b>Length of the school week (hours)</b>	32 hours 30 minutes <b>(32.5 hours)</b>	<p>“All mainstream, state-funded schools would be expected to deliver a minimum school week of <b>32.5</b> hours by September 2024”.</p> <p>(This does not include pupils in early years setting) – see <a href="#">DfE Length of the School Week non-statutory guidance</a></p> <p>The 32.5 hour minimum expectation includes the time in each day from the official start of the school day (i.e. morning registration) to the official end of the compulsory school day (i.e. official home time). The 32.5 hour minimum includes lunch times and other breaks as well as teaching time and any enrichment activities that all pupils are expected to attend. It does not include optional before or after school provision.</p>
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## Reminders for the Headteacher

The SIP (School Improvement Partner) and headteacher discussed the following statutory duties and recommendations:

**Safeguarding:** The headteacher confirmed that all governors have read [Keeping Children Safe in Education](#) (updated September 2023) and that all staff (including volunteers) have read at least Part 1 of [Keeping Children Safe in Education](#) (updated September 2023). The school uses an external provider (Clennell Education Solutions) to support its protocols and practice.

**Spring term 2024 update:** The Safeguarding and Child Protection policy for 2023/24 is published on the school's website ([Ringway Primary School - Policies](#)) along with details of the school's safeguarding team.

**Accessibility:** The school's Accessibility Plan for 2022 to 2025 is published on the school website ([Ringway Primary School - Policies](#)). It was designed to reflect the main accessibility challenges that the school faces and complement the school's equality objectives. Within the Accessibility Plan, the school has set out the following priorities:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of the school to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- To improve the availability of accessible information to disabled pupils.

**Equality:** Equality information is published on the school website: [Ringway Primary School - Equality](#)

The Equality Statement of Principle and Equality Information and Objectives documents on the school website were ratified by the governing body in 2021 and are due for review 2025. The Equality Data on the school website relates to September 2022. All staff and governors have been made aware of the school's current equality objectives, which are also detailed in the school self-evaluation:

- Objective 1: To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity
- Objective 2: To promote cultural development and understanding through a rich range of experiences both in and beyond the school.
- Objective 3: To narrow the attainment and progress gaps between children who may be affected by discrimination and lack of equal opportunity, to be at least in line with their peers and to meet or exceed national expectations.
- Objective 4: To increase staff understanding of equality and its implications on a day to day basis, and in this way to reduce or remove inequalities in attainment throughout the school.

**Summer term 2024 update:** The annual equality data on the school website is up to date for 2023/24.

**Religious Education (RE):** The headteacher confirmed that the updated Northumberland [RE Agreed Syllabus](#) has been fully implemented across school from Reception to Year 6 since September 2022.

The school website includes information about the new Agreed Syllabus, along with RE curriculum plans and progression documents: [Ringway Primary School - RE](#)

**School Website:** The headteacher updates the school website ([Ringway Primary School - Home](#)) regularly and the Clerk to Governors completes an annual compliancy check. A governor has also been nominated to check that the website is fully compliant with the most recent DfE statutory guidance: [What maintained schools must publish online](#).

**Parent View:** There were 2 responses in the 2022/23 academic year and there are currently 0 responses for this school year: [Ringway Ofsted Parent View results](#).

**Spring term 2024 update:** There are still no responses on Ofsted's Parent View for 2023/24. To gather opinion, the school will be sending out its own annual parental survey later this term.

**Summer term 2024 update:** There are still no responses on Ofsted's Parent View for 2023/24. There were 36 responses to the school's annual parent voice survey in March 2024 ([Ringway Primary School - School Surveys](#)) and the vast majority of parents either agreed or strongly agreed with all aspects of the school's work.

**Ofsted:** The headteacher confirmed that [Ofsted 'requested' documents](#) (*paragraph 106*) are in place.

Whilst Ofsted does not confirm exactly when a school will be inspected before they notify it officially, the Ofsted blogpost ['When will my school be inspected?'](#) gives a rough guide to when schools can expect their next inspection. Based upon this, the timing of the school's last inspection would indicate that the next inspection will take place before September 2025.

## Quality of Education

### Evidence to support the school's self-evaluation – Autumn term 2023

- The school's analysis of statutory and internal data has informed the school improvement priority around raising attainment in writing.
- In 2023 assessments, the proportion of children in the early years who achieved a good level of development (GLD) was 76%, above the emerging national figure of 67%. This means that 19 of the 25 children achieved the early learning goals (ELGs) required to achieve a GLD, demonstrating that they had the knowledge and skills they need for the next stage of their education in year 1. Two children, who did not achieve a GLD, have now left Ringway for specialist SEND provision. Outcomes in literacy at 76% (ELGs of word reading and writing) and mathematics (ELGs of numbers and numerical patterns) were lower, but still likely to be in line with national. The highest outcomes (88%) were in personal, social & emotional development (building relationships ELG) and physical development (fine motor skills ELG).
- The school's continued focus on early reading resulted in 18 of the 21 pupils in year 1 (86%) meeting the expected standard in phonics, above the emerging national figure of 79%.
- The 9 pupils in year 2, who did not meet the expected phonics standard at the end of year 1, were screened again and 4 of those pupils met the standard, meaning that 24 of the 29 pupils in year 2 (83%) met the expected Year 1 phonics standard by the end of KS1. Targeted support is in place for the 5 pupils (including 2 with EHCPs) who are now in year 3 and have not met the year 1 phonics early reading standard.

- End of key stage 1 assessments took place in 2023 to check whether pupils could read with fluency and comprehension appropriate to their age and also whether they could apply mathematical knowledge, concepts and procedures appropriately for their age. The expected standard was met by 18 of the 29 pupils in year 2 (62%) in reading, 16 pupils (55%) in writing and 20 pupils (69%) in maths, compared to emerging expected standard national figures of 68% reading, 60% writing and 70% maths. Greater depth than the Year 2 expected standard was achieved by 5 pupils (17%) in reading, 2 pupils (7%) in writing and 3 pupils (10%) in maths, in line with emerging greater depth national figures of 19% reading and 8% writing, but below the emerging national figure of 16% in maths.
- At the end of year 4, pupils took the national year 4 multiplication tables check (MTC) to assess their ability to recall their times tables fluently, which is essential for future success in mathematics; 17 of the 27 pupils in year 4 (63%) scored more than 20 out of 25, with 5 of those pupils (19%) scoring full marks.
- The headteacher reports that the effect of 2 years of disrupted education during the pandemic was also evident in the end of key stage 2 tests and assessments, with a lower proportion than nationally achieving the expected standards set for pupils leaving primary school and moving onto their next stage of education. 13 of the 29 pupils in year 6 (45%) achieved the key stage 2 expected standards in all 3 areas of reading, writing and maths in 2023, with 1 of those pupils achieving at greater depth than the expected standards, compared to provisional national figures of 59% and 8%.
- In the 2023 KS2 reading test, the proportion of year 6 pupils demonstrating that they could read with fluency and comprehension appropriate to their age was above the provisional national figure: 25 of the 29 pupils in year 6 (86%) met the expected standard in reading, with 8 of those pupils (28%) achieving at greater depth than the expected standard in reading, compared to provisional national figures of 73% and 29%. The key stage 2 reading standardised scale score of 106 was also above the provisional national figure of 105.
- Raising attainment in writing across school has been identified as a school improvement priority. Teachers assessed that 14 of the 29 pupils in year 6 (48%) met the end of key stage 2 expected standard in writing and 2 of those pupils (7%) achieved at greater depth than the expected standard, below the provisional national figures of 71% and 13%. In the key stage 2 English grammar, punctuation and spelling test, 24 of the 29 pupils in year 6 (83%) met the expected standard and 6 of those pupils (21%) pupils achieved at greater depth, compared to provisional national figures of 72% and 30%.
- In the 2023 KS2 maths test, the proportion of year 6 pupils demonstrating that they could apply their mathematical knowledge appropriately for their age was in line with the provisional national figure. The expected standard in maths was met by 23 of the 29 pupils in year 6 (79%), with 6 of those pupils (21%) achieving at greater depth than the expected standard, compared to provisional national figures of 73% and 24% in maths. The key stage 2 maths standardised scale score of 104 was also in line with the provisional national figure of 104.
- 2023 outcomes in science at the end of KS2 were lower than the provisional national figure of 80%, with 17 of the 29 pupils in year 6 (59%) meeting the expected standard.

Following on from discussions about pupil outcomes, the headteacher, assistant headteachers and SIP considered what resources might be useful to the school when planning future improvement actions, including [EEF Guidance reports](#), which summarise the available research evidence in different subjects and in different aspects of teaching and learning.

Assessment in the foundation subjects was also a focus area for discussion, with the headteacher, the assistant headteachers and the SIP exploring together some key questions about assessment:

- Is the school clear about the information they want from assessments and what they will do with that information?
- What assessment tasks are used to give information about the prerequisite knowledge, skills and competencies that the school wants pupils to develop?
- How are assessments sequenced throughout the school year?
- Are assessments used to diagnose potential issues at individual pupil level, group level (e.g., disadvantaged pupils) and at cohort/class level?
- Do teachers use assessment to inform judicious adaptations to the curriculum (e.g., take more curriculum time to reteach a concept)?
- Do teachers have the opportunity to work with colleagues to discuss approaches to assessment and moderate assessment judgements?
- How is assessment used to inform decisions about the pupils selected to receive additional support?
- Is any additional support as a result of assessment closely aligned with the curriculum, so that that intervention itself does not hamper subsequent pupil progress?

There was evidence from discussions and planning documents that:

- Assessment is being used to support the teaching of the curriculum in core subjects, helping pupils to embed knowledge and use it fluently. This includes objective assessments that identify when pupils have gained the intended understanding and unconscious competence in knowledge, concepts and procedures necessary before they move on to new or more complex content.
- The newly created foundation subject assessment records should help teachers to plan clearer subject specific next steps for pupils, so that they can build their foundation subject knowledge and also apply that knowledge as skills.
- Leaders expect teachers to use the information that assessments provide to:
  - adjust the level of challenge of activities
  - reteach specific concepts or topics
  - adjust curriculum content in the medium or long term
  - provide pupils with feedback through which they can address their own areas for improvement
  - decide which pupils may need additional, targeted support
- Leaders understand the limitations of assessment and are clear that assessment practices should not create any unnecessary burdens on staff workload.
- Staff training and monitoring activities during 2023/24 will focus on ensuring that, in all subjects:
  - teachers use assessment to inform their teaching across the curriculum, including taking appropriate action to address any gaps in learning
  - subject leaders use assessment to identify areas of subject strength and areas for development in their subject, providing support and training for teachers as appropriate

## Evidence to support the school's self-evaluation – Spring term 2024

Writing was the main focus for the spring term visit, as raising attainment in writing is one of the main priorities in the School Development Plan for 2023/24.

During the SIP visit, the headteacher, assistant headteachers and English subject leader explored together with the SIP the various aspects of the school's approach to teaching writing. Based upon evidence from a learning walk, talking to pupils, looking at books and discussions with staff, the following points were evident:

- The whole school approach to writing is based around using a quality text each half term, adapting ideas from the Literature Works framework. Teachers use texts to sequence lessons and contextualise learning, introducing each new text by creating a display with pupils about the author, illustrator, plot, settings and character. Pupils are encouraged to express and share their thoughts about what they have read and to develop the ability to compare texts. A wealth of information is on the school website about the school's approach: [Ringway Primary School - English and Writing](#)
- In early years, staff develop children's capability and motivation to write, with a focus on oral composition at first, by supporting children to articulate their ideas and structure them in speech before writing anything down. Children then begin learning to read and write words in reception, as part of their phonics teaching. Spelling and letter formation is taught when letters are introduced in phonics, so that children can practice writing the graphemes they have been taught.
- In key stage 1, pupils are taught to use strategies for planning and monitoring their writing, including drafting, editing, revising and sharing their work. English lessons include the teaching of text structure and how genres are formed. Teachers introduce writing strategies using modelling and structured support, which is gradually reduced as pupils become more competent and are able to complete the activities independently. All children in reception and key stage 1 write every day during their Read, Write, Inc. (RWI) session.
- Key stage 1 pupils are also taught written transcription skills through handwriting practice and explicit teaching of spelling linked to the RWI phonics programme and common exception lists. Within RWI lessons, dictation is used to support spelling, using words which contain the letter-sound correspondences that have been taught. Teachers provide opportunities for writing in a range of both fictional and non-fictional forms, in different genres and for a variety of audiences/purposes. Decoding and transcription are the priorities in key stage 1 and also for older pupils who have not yet mastered these early skills.
- In key stage 2, pupils are taught writing composition strategies through modelling and supported practice in each component of the writing process: planning, drafting, revising, editing and publishing. Teachers describe and model how, when, and why pupils should use each strategy, support pupils to practice, then gradually reduce their support as pupils increasingly use the strategies independently. Teachers also teach pupils how to adapt their writing for different audiences and purposes by giving pupils a specific reason to write and making it clear who they are writing for. Older pupils compose writing in different forms/genres/styles and for a range of purposes/audiences across the curriculum.
- Pupils in key stage 2 are also supported to develop fluent transcription skills through the explicit teaching of handwriting, spelling and sentence construction. The Nelson handwriting scheme is used throughout school to ensure a consistent approach to the teaching of handwriting and promoting efficient, fluent handwriting.
- Work in books shows that the tasks given to pupils are well matched to the year group expectations set out in the school's writing progression documents and that teaching is supporting pupils to achieve these expectations. Pupils are able to write for a clear purpose, applying age-appropriate grammar and vocabulary to their



writing across the curriculum. The quality of writing in topic and RE books is comparable to that in English books and pupils can articulate how they use the skills taught in their English lessons, when writing in other areas of the curriculum, e.g. organising a history report in paragraphs and setting out a balanced argument in geography.

- School leaders have developed a writing assessment tool that is used by all staff to ensure consistency in the school's approach to assessing pupils' writing; this assessment tool is also used during the termly whole school moderation of teachers' writing assessments. Leaders are confident that through live marking, feedback in books and same day interventions, pupils know what they are doing well and also how to improve.
- To support staff in improving pupils' attainment in writing, leaders have provided CPD and training matched to the specific year groups they teach. They also conduct pupil progress meetings after each assessment point to discuss any potential barriers for pupils and agree individual targets that are then shared with parents.
- This year, there has been a greater emphasis on fostering pupils' creativity and imagination, as well as improving pupils' stamina for writing at length, by providing more opportunities across the curriculum for pupils to write independently, e.g. asking pupils to give a written answer to the focus question at the end of each history or geography unit of work, or to complete a piece of writing linked to each special themed day, such as National Poetry Day and Roald Dahl Day.
- Leaders have also considered how the school's approach to writing contributes to pupils' self-belief and enjoyment in writing and encourages them to write for pleasure. The weekly Star Writer awards that were introduced in September 2023 have increased pupils' motivation and interest in writing; each week, pupils' writing is published on the Star Writer display in the school hall and this demonstrates the progression in pupils' writing skills from reception to year 6.

#### **Evidence to support the school's self-evaluation – Summer term 2024**

Provision for pupils with Special Educational Needs and/or Disabilities (SEND) was one of the focus areas for consideration during the summer term visit. During the visit, the headteacher, assistant headteacher and assistant headteacher/SENDCo explored together with the SIP the various aspects of the school's provision alongside research recommendations: [EEF | Special Educational Needs in Mainstream Schools](#)

Based upon evidence from a learning walk, pupil and parent surveys and discussions with staff, the following points were evident:

- Information about SEND is published on the school website: [Ringway Primary School - SEND](#). Policy and practice are in line with the [Special Educational Needs and Disability Code of Practice](#).
- The SENDCo is also an assistant headteacher and a member of the senior leadership team (SLT); this ensures that the SENDCo can meaningfully input into teaching and learning decisions in school and that SEN threads through all aspects of the school's work, e.g. subject monitoring, analysis of assessments and termly pupil progress meetings. 'What about the SEN children?' is a standard question asked at SLT meetings, e.g. when discussing homework, after-school clubs, residential etc.
- At Ringway, there are 25 pupils (15%) with SEN and 4 pupils (2%) have an Education, Health and Care Plan (EHCP); this is broadly in line with national averages. The primary areas of need are within communication and interaction (13 pupils) and social, emotional and mental health (8 pupils). In addition, 2 pupils have cognition and learning needs and 1 pupil has sensory and physical needs. As communication and interaction is the most prevalent area of need in the school, speech and language support is a priority and the school has invested in a specialist Speech and Language Teaching Assistant to deliver individual programmes for identified pupils with

communication difficulties. They also use the Nuffield Early Language Intervention (NELI) assessment to screen all children in Reception, then provide support for their language and understanding.

- There are established systems in place to ensure that the needs of pupils with SEND are accurately assessed. The school follows a graduated approach, using the four-part cycle of assess, plan, do, review. High quality teaching is the first step in meeting the needs of pupils who have SEN, as teachers are responsible for the progress and development of all pupils in their class. The SENDCo has placed a folder on the staff team drive containing information about quality first teaching and the graduated approach, along with useful resources, such as the NCC SEN 'ordinarily available provision' document to support staff when planning for SEN pupils.
- Where there is continued or increased concern, a 'First Concerns' form, 'Pupil Passport' and support plan are completed and pupils receive additional, time-limited, targeted interventions to meet their specific targets. To support learning, teaching assistants are deployed in every class and the pastoral team offer additional support for emotional wellbeing. If a pupil continues to make less than expected progress, the SENDCo and class teacher plan more personalised interventions, working closely with parents/carers and specialist outside agencies, e.g. Speech and Language services, the 'Be You' team, educational psychologists and the High Incidence Needs Team (HINT). Staff use CPOMs to support their record keeping and keep a tight chronology of all SEND paperwork.
- If this personalised support does not have a positive impact on pupil progress and there are still significant concerns, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority.
- School leaders have created a positive, supportive environment for all pupils and pupils with SEND are included in all aspects of school life. Senior leaders are as ambitious for pupils with SEND as they are for all other pupils within the school. They are acutely aware that pupils with SEND have unique, individual needs, even when their needs fall under the same umbrella term; as a result, they carefully consider whether curriculum adaptations are necessary and pupils with SEND get a broad curriculum offer. Staff understand that some pupils with SEND have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to remember subject specific knowledge in the long-term. They also understand that some of their pupils with SEND have starting points at least as high as other pupils of their age.
- Outcomes for pupils with SEND are closely monitored, to check that they are improving as a result of additional provision being made for them. Individual plans are produced for pupils with SEND and the information provided within them is used to inform planning, teaching and provision. There are termly reviews of these individual plans and any interventions that have taken place, with changes made as necessary.
- The SENDCo attends both NCC and Clennell SEN network meetings; information from these networks is shared with the staff team and individuals. Teachers and teaching assistants have also received training to enable them to support pupils with SEND appropriately, e.g. dyslexia training, autism webinars, 'bitesize' safeguarding children with disabilities.
- To promote positive relationships and active engagement with the parents of pupils with SEND, there are termly planning and review meetings with parents. In addition, the school provides a wealth of information on its website and school newsletter, e.g. parents have recently been informed about the NCC autism family drop-in sessions and provided with a link to access the Toby Henderson Trust webinar about emotional wellbeing for parents of autistic children.
- The SENDCo has identified the following areas for further consideration:

- Ways to support the increasing number of children experiencing anxiety.
- Ways to capture more pupil and parent voice to feed into planning, provision and reviews.
- Training opportunities for parents around typical development and supporting their children at home.
- Consistent use of agreed visual symbols throughout school.

## Behaviours and Attitudes

### Evidence to support the school's self-evaluation – Autumn term 2023

- The behaviour policy is updated annually and published on the school website: [Ringway Primary School - Policies](#). Pupils understand what is expected of them, because behaviour expectations are consistent across school.
- Information about attendance is also updated annually and published on the school website: [Ringway Primary School - Policies](#). The policy sets out how the school encourages good attendance and what happens if there are any concerns about absence or persistent absence. Attendance procedures are thorough, the school works closely with parents and there is evidence that whole school strategies have a positive impact.

### Evidence to support the school's self-evaluation – Spring term 2024

- During the SIP visit, there was a calm orderly atmosphere around school, which was contributing positively to pupils' learning. Pupils were observed listening well, displaying engagement in their learning and having positive attitudes, which would indicate that routines are established and embedded; this included the youngest children in school.
- The headteacher reports that, whilst 26 pupils currently have attendance below 90% and are therefore deemed to be 'persistent absentees', the vast majority of these absences are due to term-time holidays and genuine illnesses. The ongoing concerns around 1 pupil's lateness are being addressed in accordance with the school's attendance policy, including half termly discussions with the Education Welfare Officer.

### Evidence to support the school's self-evaluation – Summer term 2024

- In the March 2024 pupil survey, the vast majority confirmed that they know the school rules and follow them to keep everyone, including themselves, safe; they also said that they know the behaviours expected of them and the consequences if the rules are not followed. In addition, 100% agreed they understand about bullying.
- In the March 2024 parental survey, the vast majority of the 36 parents who responded either strongly agreed or agreed that the behaviour of pupils in school is safe for themselves and others; that they felt confident that school staff challenge and address poor behaviour consistently and effectively; that the school supports their children to maintain positive relationships; and that any reported incidents of bullying or friendship issues are taken seriously and dealt with straight away.
- Whole school and year group attendance since the start of the school year is published weekly on the school website: [Ringway Primary School - Attendance & House Points](#). Amendments have recently been made to the school attendance policy in line with the updated DfE guidance [Working together to improve school attendance](#),

which becomes statutory from August 2024. From September 2024, the school will consider fines, if parents take their children out of school for term time holidays of more than 5 days.

## Personal Development

### Evidence to support the school's self-evaluation – Autumn term 2023

- RE, PSHE (Personal, Social and Health Education), and RSE (Relationships and Sex Education) all continue to contribute to pupils' personal development and the development of British values.
- Leaders promote British values, equality and diversity through the curriculum, assemblies, wider opportunities, visits, discussions and literature.
- The curriculum and the school's effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.

### Evidence to support the school's self-evaluation – Spring term 2024

- The school's curriculum continues to be enriched through carefully chosen wider opportunities, e.g. Commando Joe sessions to encourage pupils to develop their mental determination, physical strength, stamina and flexibility to cope with the demands of the different activities. During these sessions, pupils complete challenges that develop RESPECT (Respect, Empathy, Self-Awareness, Passion, Excellence, Communication and Teamwork).
- Wider opportunities are also planned to contribute to subject specific learning and support pupils to acquire the knowledge and cultural capital they need to succeed in life, e.g. pupils have visited Beamish Museum, the Hancock Museum, Lillidorei (Alnwick Gardens) and Segedunum. Visitors also contribute to pupils' learning and personal development through providing talks and workshops and each term, a variety of extra-curricular activities are offered to pupils, e.g. dance, Makaton, miniband, football, cookery and choir. School records show that clubs are well attended by all pupil groups, including disadvantaged and SEND pupils.

### Evidence to support the school's self-evaluation – Summer term 2024

- Pupils continue to have opportunities to develop their leadership skills in a variety of ways, both across school and within the curriculum, e.g. pupil councillors are elected by each class to the school council and there are also house captains, vice captains, prefects, peer mentors and activity leaders. These roles and responsibilities help pupils to develop their confidence and prepare them for the next stage in their education.
- Senior leaders report that the 'Jigsaw' PSHE scheme contributes to the school's culture of safeguarding by supporting pupils' wider personal development, scaffolding relevant learning experiences that help them to understand their world and develop positive relationships. Jigsaw lessons also reinforce the importance of emotional literacy, building resilience and nurturing good mental and physical health, including mindfulness, emotional awareness and concentration.
- In the March 2024 surveys, the vast majority of pupils confirmed that the school encourages them to look after their physical health and also their emotional and mental health. The vast majority of parents who responded either strongly agreed or agreed that the school supports their children's wider personal development.

## Leadership and Management

### Evidence to support the school's self-evaluation – Autumn term 2023

- School leaders have a clear vision and high expectations for all pupils [Ringway Primary School - School Aims, Vision and Values](#). The headteacher endeavours to thread this shared vision and the Ringway 'Respect Rainbow' values (Resilience, Equality, Self-Belief, Perseverance, Excellence, Creativity and Teamwork/Collaboration). through all aspects of school life:
- Continuous professional development is provided and focuses on specific school priorities and improving teachers' subject knowledge or pedagogical approaches.
- School leaders are mindful of staff wellbeing, ensuring that any staff workload issues are taken into consideration when reviewing practice and introducing new initiatives. The headteacher engages effectively with staff, holding regular meetings, listening to staff opinion and maintaining a visible presence in and around school to gain and maintain a realistic perspective of school life.
- School leaders continue to develop and maintain strong links with families and within the local community to promote aspiration and enrich pupils' education.
- The governing board meets all its statutory responsibilities to support the school and hold its leaders to account.
- Safeguarding has a high profile, including contextual safeguarding. Leaders ensure that staff are aware of potential dangers in the community and know how to teach pupils about those risks in an age-appropriate way, e.g., staff have weekly 'bitesize' training sessions that focus on specific issues such as online safety, vaping, county lines etc.

### Evidence to support the school's self-evaluation – Spring term 2024

- The quality of education in writing was the focus for the spring term visit. School leaders understand the importance of consistency in the school's approach to teaching and assessing writing; they have monitored the consistency of teaching writing throughout school, including grammar, handwriting and the weekly extended writing across a range of genres. Teachers are also encouraged to reflect on their practice and share ideas.
- The English subject leader has identified a clear intent for English and writing throughout school, which is linked to the school values and helps to provide direction for developments in the subject. Subject self-evaluation is based on the findings of regular monitoring and analysis of assessment outcomes, which are also used to help identify any training needs. Teachers throughout school have recently accessed 'Improving Writing' webinars and advice from the Local Authority's High Incidence Needs Team (HINT) around supporting pupils with SEND in the mainstream classroom.

### Evidence to support the school's self-evaluation – Summer term 2024

Safeguarding was one of the school's chosen focus areas for consideration during the summer term SIP visit. During the visit, the headteacher, who is the designated safeguarding lead (DSL), along with the assistant headteacher and assistant headteacher/SENDCo, as deputy DSLs, explored with the SIP how effectively leaders and governors at Ringway create a safeguarding culture within school. From the evidence discussed, the following points were evident:

- Statutory requirements, including the Single Central Record (SCR), are checked by the headteacher and all adults working with children are required to have DBS clearance and prohibition checks. In addition, the safeguarding link governor carries out regular monitoring visits to check aspects of safeguarding policy into practice, e.g. the visit this half term included discussions with pupils and parents to find out what they say about how the school keeps pupils safe and a learning walk to look for safeguarding reminders within classes and the wider learning environment.
- Governors adhere to the school's safer recruitment policy and follow it carefully before appointing new staff. Accredited safer recruitment training has been completed to ensure that adults working with children are appropriately recruited and vetted.
- A variety of strategies are in place to keep children safe, supporting them in learning how to recognise when they are at risk and how to get help when they need it. The school uses CPOMS as a tool for keeping records and sharing information appropriately; this is monitored rigorously to ensure that all incidents are followed up appropriately.
- School leaders work together to raise awareness and keep pupils safe from the dangers of all forms of abuse, sexual exploitation, harassment, radicalisation and extremism. They follow DfE guidance at all times, updating policies and procedures as soon as any potential risk is identified e.g., the Child Protection and Safeguarding policy is reviewed annually to include any 'Keeping Children Safe in Education' updates. The safeguarding and child protection policy for 2023/24 is published on the school website and was last updated in January 2024: [Ringway Primary School - Policies](#)
- There are links to safeguarding throughout the curriculum, e.g. in computing lessons, pupils are taught about safeguarding risks and supported to stay safe online at an age-appropriate level. The first computing lesson in the autumn term focuses explicitly on e-safety, ending with all pupils signing the school's acceptable use agreement, which is then sent home to parents. The PSHE curriculum also includes issues of pupils' safety and welfare; pupils are supported to develop an age-appropriate understanding about what constitutes a healthy relationship both online and offline, and to recognise risk. In addition, to help keep children safe from the dangers of radicalisation and extremism, in RE lessons teachers encourage discussion about different points of view and beliefs. The school website outlines how safeguarding is woven throughout the curriculum: [Ringway Primary School - Safeguarding throughout the Curriculum](#). In addition to the formal curriculum, pupils are provided with practical opportunities to develop their understanding of how to keep themselves safe, e.g. 'Beep Beep' road safety, water safety, fire awareness, first aid, 'Stranger Danger' and e-safety.
- Pupils and parents are positive about the measures in place to ensure that children are safe on the school site. In the March 2024 surveys, 100% of the 36 parents who responded either strongly agreed or agreed that their children feel safe in school and 91% of pupils said that they feel safe in school. They know that they can talk to any of the adults in school if they are worried about something and that they can use the emotions display board or the 'chatterboxes' around school if they would like to talk to a member of the pastoral team in private.
- Annual training ensures that staff and governors are clear about the difference between safeguarding and child protection. In addition, safeguarding is discussed at staff induction and there is continuous awareness raising of safeguarding issues among the Governing Board and staff, all receiving regular training on safeguarding, in particular child protection, so that health and safety, children's security and child protection are given high priority at all times. This training ensures that staff are alert

to circumstances when a child may be at risk or need early help and that they understand the importance of considering wider contextual and environmental factors that may be present in a child's life that could be a threat to their safety and/or welfare.

- Senior leaders report that staff are dealing with an increasing number of incidents linked with the misuse of social media outside school, therefore online safety workshops have also been organised for parents, to reinforce the partnership between home and school in keeping pupils safe online. These workshops for parents will include information about social media, gaming and cyberbullying, in addition to guidance around parental controls and resources that parents can access, e.g. the online safety page on the school website has links to fact sheets and guides for parents ([Ringway Primary School - Factsheets and Guidance for Parents](#)).
- The SENDCo has completed senior mental health lead training and leads the pastoral team in championing efforts to promote children's resilience and support their mental health and wellbeing. This work includes supporting staff mental wellbeing for the benefit of their pupils, e.g. the May 2024 INSET day will focus on staff wellbeing, including a self-care workshop.
- Staff throughout the school work closely with parents and families, so that everyone can work as a team around the pupils, with a consistency of approach and shared aims and strategies. This work includes a focus on improving the attendance of persistent absentees and as a result, the school's persistent absence rate this year is lower than the national figure. The school's work with families is enhanced through support from the 'Be You' team, who provide parent workshops and consultations.

## Early Years

### Evidence to support the school's self-evaluation – Autumn term 2023

- In the 2023 assessments, 19 of the 25 children in reception achieved the early learning goals (ELGs) required to achieve a good level of development, which is an indicator that they have the knowledge and skills they need for the next stage of education in year 1. Overall, outcomes in literacy and mathematics were lower, but still likely to be in line with national; the highest outcomes were in personal, social & emotional development and physical development.
- School leaders are considering how the school's current provision for 2-year-olds could be expanded, linked to the government's planned childcare reforms, that will offer the expansion of funded early years entitlements for eligible 2-year-olds.

### Evidence to support the school's self-evaluation – Spring term 2024

- In early years, the development of writing skills begins with staff providing opportunities for the development of the necessary physical skills and small-muscle co-ordination, e.g. using brushes for painting and pencils for drawing; staff then show children how to form letters accurately, beginning with the letters of their names. Once they have sufficient knowledge of letter-sound correspondences, children in reception start learning to write words during their RWI sessions and are supported to write sentences, by being taught to say the complete sentence aloud before starting to write.

The school is aware that the government has set out an expectation that schools will offer or signpost families to wraparound care for their children from reception to year 6, from 8 a.m. to 6 p.m., 5 days per week. (More information about wraparound care requirements can be found at [Education Hub Blog – Wraparound Care – GOV.uk](#) and through the NCC Early Years Team.)

The school currently provides wraparound care from 8:00 a.m. to 4:30 p.m. and there are plans to extend this to 5:30 p.m. from the beginning of the summer term 2024. In addition, there are a number of childminders who look after children from Ringway and the school signposts parents to their services.

The headteacher has confirmed that the school uses the [DfE Qualification Checker](#) when recruiting early years staff and that the nursery teacher has qualified teacher status (QTS).

#### **Evidence to support the school's self-evaluation – Summer term 2024**

- To support children with additional needs in early years, staff focus on the prime areas of learning, especially on communication and language development and personal, social and emotional development. The SENDCo works closely with staff to put in place a range of strategies and to plan daily interventions for children who need extra support with language development, social interaction, turn taking and attention.
- Communication and language development – Staff have created more opportunities for children to have back-and-forth interactions with adults and other children throughout the day, in a language-rich environment. This is seen as crucial in enabling children to develop the communication and language skills that underpin all areas of their development. ‘Launchpad to literacy’ is used as a tool to support planning in this area for the youngest children.
- Personal, social and emotional development – To support children, who are reluctant to join in or have little confidence when speaking to adults, staff are focussing on children’s sharing skills, taking turns, listening, working together and developing children’s patience. Self-confidence and social skills are also being developed through group games involving small numbers of children.

#### **Other information to note**

##### **Autumn term 2023:**

- The headteacher has been informed that work on the new school building has been delayed again, as following public consultation, the building will need to be sited further away from local houses. Work is now scheduled to begin later in 2024 and should be ready for pupils to move into in September 2025. Delays continue to prevent school leaders moving forward with some initiatives as they wait for the move into the new school building.

##### **Spring term 2024:**



- There continue to be delays with progressing the start of work on the new school building, due to compliance discussions between the builder and Department for Education about the proposed green roof. It is now likely that the building will not be ready for pupils until the end of the autumn term 2025.

**Summer term 2024:**

- The timescales for the new school building have been revised again. Construction is now due to commence on site in November 2024, with the building ready for pupils in October 2025 and the project completed by April 2026.
- The school has submitted an expression of interest in joining the Northumberland Education Schools' Alliance, along with other schools in the Bedlington partnership.

**Feedback from the Headteacher**

*"Thank you Linda a useful session to allow us to reflect on our safeguarding and SEND provision and support us to identify next steps."*

**Requests to the LA for further support**

**Autumn term 2023:**

- Governors are still considering changing the current community powers nursery to maintained nursery provision – they would like clarification about the transfer process and any differences in regulations/expectations, especially around provision for 2-year-olds.

**Spring term 2024:**

- The Headteacher had no requests.

**Summer term 2024:**

- The Headteacher had no requests.