

Local Authority School Improvement Partner Report: 2022 – 2023

Ringway Primary School

Headteacher Chair of Governors School Improvement Partner Dates of meetings Focus	Lisa Robson Kristian Marshall Linda Taylor Autumn: 4th October 2022 How well does the school develop pupils' character through the education provided?	Spring: 2nd February 2023 How is the early years curriculum and environment matched to the developmental needs of the children?	Summer: 17th May 2023 Can foundation subject leaders show how their subject curriculum and its implementation enables all pupils to achieve the best possible outcomes?
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Part 1											
Most recent Ofsted inspection: May 2019						Section: 5					
<i>*Only complete these sections if the school has been inspected under section 5 since September 2019</i>											
Overall Effectiveness	Good	Quality of Education	*	Behaviours and Attitudes	*	Personal Development	*	Leadership and Management	*	Early Years	*
The school currently regards its strengths to be:											
<ul style="list-style-type: none"> The teaching of 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. Provision for pupils with special educational needs and/or disabilities (SEND) - Leaders help teachers to identify the needs of pupils with (SEND) accurately and to meet their needs effectively, buying the services of external professionals, e.g. speech and language therapists, as necessary. Curriculum linked to school vision – 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. 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 3 years. Personal development – The pastoral team, led by the mental health lead, provides effective support for pupils' emotional health and wellbeing. Safeguarding – Pupils feel safe in school. They know how to keep themselves safe, including when learning online. 											

- Leadership – The Headteacher has worked hard to build a committed staff team, all working together towards a shared vision and the Ringway Respect Values (Respect / Equality / Self-Belief / Perseverance / Excellence / Creativity / Team work and Collaboration).
- Governance – Governors know about all aspects of the school’s work. They check on safeguarding procedures and the welfare of pupils and staff. Governors share and recognise the Headteacher’s commitment to all pupils at Ringway.

The school currently regards the areas for development to be:

- To ensure that the new school vision and values permeate all aspects of school life.
- To ensure that the school’s approach to reading is implemented with fidelity throughout school, so that all pupils learn to read and access the full curriculum offer.
- To identify any remaining gaps in pupils’ learning following the Covid-19 school disruptions and put in place plans/interventions to close any attainment gaps.
- To further develop the provision for 2-year-olds in nursery to ensure that the curriculum and environment meets their specific developmental needs.

Contextual Information

Current number on roll	177 from Reception to Year 6 (plus 23 Nursery and 16 2-year-olds) 216 in total		SEND pupils	National ^[1] : 12.6%	12%	24 pupils
Disadvantaged pupils	23%	46 pupils 37 FSM6, 7 LAC/Post LAC and 2 Service	SEND pupils with EHCPs	National ^[2] : 4%	2%	4 pupils
Current attendance	94%		Brief comment on attendance:	The Headteacher is aware of the DfE guidance Working together to improve school attendance that came into force in Sept 2022. The school continues to take appropriate action to promote good attendance and punctuality. Overall absence is currently 6%, with the majority of this absence related to term time holidays and illness, including chicken pox. The ongoing persistent absence concerns about 3 pupils from 2 families are being addressed in line with the school’s attendance policy, supported by the Education Welfare Officer (EWO).		
Persistent absentees	18%	31 pupils				
Length of the school day	6.5 hours (= 32.5 hours per week*)		*DfE expectation is that all schools offer at least 32.5 hours per week from September 2023 – see DfE guidance Minimum expectation on the length of the school week			

Statutory duties and recommendations

The SIP and headteacher discussed the following statutory duties and recommendations:

Safeguarding: The Headteacher and Chair of Governors confirmed that all governors have read [Keeping Children Safe in Education](#) (updated September 2022) and completed a safeguarding checklist at the start of the autumn term. They also confirmed that all staff (including volunteers) have read at least Part 1 of [Keeping Children Safe in Education](#) (updated September 2022) and completed a safeguarding checklist. All governors and all staff have also signed to say that they have read and understood amendments and additions to Keeping Children Safe in Education following Ofsted's [Review of Sexual Abuse in Schools and Colleges](#) (June 2021). The school uses an external provider (Clennell Education Solutions) to support its protocols and practice. Since the last SIP visit, staff have received refresher training for the Prevent duty and writing risk assessments for educational visits. In addition, all new staff and governors have completed safeguarding training as part of their induction.

Accessibility: The school's Accessibility Plan is currently being updated. As part of their review, school leaders will ensure that objectives are challenging and reflective of the main accessibility challenges that the school faces. Once updated and ratified by governors, the Accessibility Plan will be published on the school's website. The updated Accessibility Plan for 2022 to 2025 is published on the school website ([Ringway Primary School - Policies](#)) and is structured to complement the school's equality objectives.

The Accessibility Plan sets 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:

- 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, as defined by the Equality Act 2010, 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, particularly inequalities relating to the protected characteristics listed in the Equality Act.

Religious Education (RE): The RE scheme of work linked to the updated Northumberland Agreed Syllabus has been 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 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 compliant with statutory guidance for [maintained schools](#) (last updated September 2022).

The named Governor carried out a website compliancy check at the end of the autumn term 2022.

Parent View: School leaders check Ofsted's Parent View termly. There were 0 responses in the 2021/22 academic year and there are currently 0 responses for this school year: [Ringway Ofsted Parent View results](#). The Headteacher sent out a survey with questions similar to Parent View in Spring 2022 and intends to send out another survey in Spring 2023.

There is now 1 response on Ofsted's Parent View for 2022/23. The Headteacher will be sending out her Spring 2023 parental survey after half term.

There are now 2 responses on Ofsted's Parent View for 2022/23. 72 parents/carers responded to the school's spring term parental survey, with the results being overwhelmingly positive in all areas.

Ofsted: The Headteacher confirmed that [Ofsted's 'requested' documents](#) (paragraph 96) are in place.

Part 2

Quality of Education

Evidence to support the school's self-evaluation – Autumn Term 2022:

- The school's analysis of statutory, and internal, data has informed the current school improvement priorities. This analysis, along with outcomes of monitoring activities show that overall, pupils in all year groups are making good progress in reading, writing, maths and across the wider curriculum. Work in books shows that there are numerous opportunities for pupils to apply their reading, writing and maths skills in other subjects and to deepen their knowledge and understanding across the wider curriculum.
- Analysis of attainment in 2022 shows that the National Tutoring programme had a positive impact on outcomes in maths, with 5 of the 6 Year 6 pupils who received additional support attaining the expected standard for the end of key stage 2.
- Attainment in writing is lower than that in reading and maths, therefore leaders have prioritised identifying any remaining gaps in pupils' learning following Covid-19 disruptions and plans/interventions are in place to close attainment gaps. Additional teaching assistant support has been deployed in year 2 this year, as this cohort missed a significant amount of early learning and have a higher proportion of pupils with additional needs.

- Leaders have identified no significant differences between outcomes for disadvantaged pupils and their peers; pupils with SEND are making good progress relative to their individual starting points.
- Through regular monitoring, leaders ensure that teachers use assessment to check what the pupils already know and to understand different starting points and gaps in learning. Termly formal assessments in core subjects are followed by pupil progress meetings, during which teachers discuss every pupil in the class with a senior leader, identifying any gaps or barriers to their learning and planning next steps for each pupil. These meetings also provide an opportunity to discuss the impact of teaching on pupil performance.
- School leaders consider reading and maths to be areas of strength within the school's curriculum. Art and DT have been identified as areas of the curriculum that are still under development.
- To ensure that each subject contributes to pupils' wider education beyond the national curriculum, staff identified two areas to be woven throughout the curriculum in all subjects:
 - Strategies to enable pupils to be more active, independent learners: Leaders identified that Ringway pupils need to develop resilience, confidence and self-belief, to develop the ability to independently transfer and interchange knowledge and skills that they need for a successful future.
 - Aspiration: Leaders identified that Ringway pupils do not lack the determination to succeed, however they do not have an appreciation of the range of opportunities and possibilities available to them during the next stages of their lives.
 - As a result, teachers plan opportunities in all subjects for pupils to be immersed in rich, engaging topics, with practice, repetition and reinforcement of skills and knowledge, alongside links to where learning can be applied in meaningful real-life contexts.
- Synthetic phonics is taught systematically using the Read, Write, Inc (RWI) programme and all staff who teach RWI are fully trained in order to be able to deliver the programme effectively. The headteacher is planning for all staff to receive training, in order that there can be fidelity to the approach throughout school. Once pupils are confident with early reading skills (phonics), the focus turns to developing a full range of reading skills through skill-based VIPERS lessons; pupils are supported to read the lines, read between the lines and read beyond the lines (literal, inferential and evaluative).
- Maths is taught using the White Rose Maths schemes of learning, which are designed to give sufficient time to explore and understand concepts in depth; this practice and consolidation supports pupils to grasp the links between maths topics and to understand them more deeply. School monitoring shows that the majority of pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age. Teachers plan opportunities for pupils to develop fluency in calculation and confidence in reasoning and problem solving, while exploring links to the world around them through cross curricular maths.
- Pupils, who are not yet fluent readers, are supported as they progress through the school according to their individual needs, e.g. there are currently 3 pupils in key stage 2 who receive daily 1 to 1 RWI phonics sessions. Leaders have also ensured that there are reading books in the key stage 2 libraries with content appropriate for older early readers.

Further evidence to support the school's self-evaluation – Spring Term 2023:

- In the autumn term, school leaders had identified art and DT as areas of the curriculum that are still under development. Since then, the art and DT subject leaders have updated their curriculum progression grids with end of year milestones from age 2 through to year 6 and to further support teachers with their planning, they are currently checking that there is clear progression across the different subject strands. Subject leaders have also worked alongside teachers to plan units of work that have meaningful cross curricular links and checked that the necessary resources are readily available.

- To ensure that the school provides effectively for pupils' wider development, subject leaders have planned opportunities for pupils to be able to apply their subject knowledge and skills within extra-curricular activities, e.g. art club; participation in a community art project; designing and making products to sell at school fayres.
- The school continues to support struggling readers according to their individual needs, especially those who have specific gaps in phonics and early reading skills e.g. through daily 1 to 1 phonics sessions and group interventions. All staff have received training to be able to deliver the school's chosen synthetic phonics programme - Read, Write, Inc (RWI), so that targeted support for struggling readers can be delivered by staff with sufficient expertise. Once pupils are confident with early reading skills (phonics), the focus turns to developing a full range of reading skills through skill-based VIPERS lessons; pupils are supported to read the lines, read between the lines and read beyond the lines (literal, inferential and evaluative).

Further evidence to support the school's self-evaluation – Summer Term 2023:

The quality of education in art, physical education (PE) and languages was the focus area for the summer term visit. During the SIP visit, the Headteacher, subject leaders and the SIP explored together some key questions about subject provision:

- How does the school's understanding of progress in the subject inform the approach to the curriculum?
- To what extent does teaching support the goals of the subject curriculum?
- How effectively is assessment used by leaders and by teachers?
- To what extent is there a climate of high subject expectations where a love of the subject can flourish?
- Are there effective systems and support for staff development?
- To what extent do whole school policies support high quality education in the subject?

Based upon evidence from discussions with staff, the school's website and pupils' books, the following points were evident

Art:

- The curriculum has been planned to ensure that all pupils experience a wide range of art and design activities, enabling them to handle a range of materials, techniques and processes, so that they build practical, theoretical and disciplinary subject-specific knowledge. They also learn to appreciate the qualities and understand the value of different media to other artists, craft makers and designers.
- School leaders understand how pupils make progress in art and design. The subject progression document is clearly structured, sequencing knowledge components to help pupils work towards more complex, subject-specific end goals. Curriculum planning also ensures that pupils revisit subject skills and knowledge in order to refine and apply previous learning.
- Plans and resources provided by the subject leader enable teachers to develop, select and use teaching techniques for specific purposes. Teachers make sure that pupils have enough opportunities to practise crucial components when learning techniques for the first time, then, as pupils become more proficient in areas of practical knowledge, classroom activities become increasingly varied and open ended. Where required, subject-specific adaptations are made to activities for pupils with SEND, instead of excessive adaptations to the curriculum or lowering expectations.
- Appropriate and meaningful cross-curricular links provide opportunities for pupils to learn about creative practice rooted in the locality and other cultures. They also contribute to pupils' understanding of art and design from different periods of time and different places around the world.

- The subject leader has created a common sense of purpose, so that staff understand the value of high-quality art and design education. The next step is to consider how sketchbooks are being used to support knowledge acquisition when using different drawing materials or techniques and learning about the work of other artists, so that pupils understand the value of experimentation in order to develop their own work.

Physical Education (PE):

- The PE curriculum has been designed to develop pupils' knowledge of motor competence, rules, strategies and tactics, and healthy participation in order to meet the aims of the national curriculum. It is designed to match a range of pupils' needs, including those with SEND and to enable pupils to cumulatively know and do more.
- Pupils have access to high-quality instruction; the PE subject leader teaches the majority of PE lessons in the school, this is supplemented by specialist support from NUFC and 'Commando Joe' coaches, so that teachers may benefit from subject-specific specialist training.
- The external specialist support has been carefully chosen to be well aligned with the curriculum vision of the school, e.g. 'Commando Joe' sessions encourage pupils to develop their mental determination, physical strength, stamina and flexibility to cope with the demands of the different activities.
- Pupils, who are unable to physically participate in a PE session, are provided with a 'non-participant card', so that they are engaged purposefully through another role, e.g. observation and feedback, coaching, umpiring/refereeing.
- Assessment currently takes place at the end of each lesson linked to competence in each unit of work, e.g. handball, tag rugby, etc.
- The taught curriculum is enhanced through the school's wider extra-curricular offer, including after-school clubs, holiday clubs and residential opportunities, which contributes to pupils' enjoyment of, sport and physical activity. This is further supported through links that the subject leader has made with other local schools and the wider sporting community to promote a range of physical enrichment activities. Older pupils are also encouraged to become PE ambassadors, sharing their enthusiasm for PE and sport by engaging younger children in physical activity at break and lunch times.

Languages:

- Since September 2014, there has been a statutory requirement to teach a modern or ancient language in primary schools from the age of 7 and this should focus on enabling pupils to make substantial progress in one language. At Ringway, Spanish is the language that is taught to all pupils throughout school, which supports Y6 pupils transferring to the local secondary schools, where Spanish is also the chosen language.
- Curriculum planning ensures pupils have opportunities to develop the four skills of speaking, listening, reading and writing; it also has a clear focus on progression in phonics, vocabulary and grammar. The scheme of work, used to deliver the Spanish languages curriculum, includes a balance between the introduction of new language and the revisiting and consolidation of what has previously been taught.
- The majority of Spanish lessons in the school are delivered by the language subject leader, who has significant subject expertise. The scheme of work provides support for non-specialist teachers through 'sound buttons' that model accurate pronunciation and intonation.
- Pupils receive explicit instruction in Spanish, as well as contextual sessions, so that they may gain knowledge and understanding of the culture of the countries where Spanish is spoken. Languages learning is also enhanced through classroom displays and links with other subjects.

Emerging questions:

Following this SIP visit, school leaders have identified that the next steps are for them to consider:

- How is subject specific feedback enabling pupils to be reflective about their work/performance, so that their learning can move forwards to reach end of year milestones?
- How are assessment approaches linked to progression milestones - informally to support teaching and learning, as well as more formally to evaluate the impact of the curriculum?
- How are findings from the monitoring of teaching and learning throughout school being used to improve pupil outcomes in the subject?
- How are the links between subjects supporting pupils to reach the appropriate year group milestones in each of the subjects?
- How is subject specific CPD contributing to teachers' confidence and expertise in delivering the subject effectively?

Behaviours and Attitudes

Evidence to support the school's self-evaluation – Autumn Term 2022:

- The Behaviour Policy is published on the school website: [Ringway Primary School - Policies](#) . It is updated annually and is next due for review Summer 2023.
 - Staff have high expectations for pupils' behaviour for learning and conduct behaviour during lessons, around school, at break and at lunchtimes. Staff receive training and updates throughout the year to reinforce the importance of consistently by all staff.
 - Pupils understand what is expected of them, because behaviour expectations are consistent across school, with a traffic light system in early years and key stage 1, then a system of 'names on the board' key stage 2. Pupils throughout school are keen to earn Class Dojo points, which are given for good work, good behaviour, outstanding effort or to acknowledge acts of kindness. Class Dojo points also act as house points; they are displayed electronically and shared with parents through the Class Dojo App, which notifies them when their child receives a point.
 - The weekly celebration assembly is used to maintain a high profile for the importance of good behaviour and attitudes, with Dojo point certificates awarded to reinforce this message (Bronze, Silver, Gold, Diamond, Platinum awards). The school has also recently introduced Ringway Respect Values certificates for pupils to work towards; once pupils have earned all 7 certificates, they will receive a RESPECT pin badge to wear on their uniform.
 - Any incidents of misbehaviour are recorded using CPOMS. Behaviour logs and letters are also sent home, so that home and school can work together to support any pupils who require support to manage their own behaviour. During the last academic year (2021/22), there were 45 low level behaviour incidents logged on CPOMS, 7 of these involved a pupil in receipt of pupil premium funding and none involved pupils with SEND.
- The Attendance Policy is published on the school website: [Ringway Primary School - Policies](#). It is updated annually and is next due for review Summer 2023.
 - 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.
 - Lateness is also monitored closely; the school collates the time that pupils arrive late over each half term and reports this information to parents in terms of learning time lost. If there is no improvement, parents are required to make an appointment with the Headteacher to discuss the effect that lateness is having on their child's education.

Further evidence to support the school's self-evaluation – Spring Term 2023:

- Pupils' conduct behaviour continues to be an area of strength and school leaders aim for pupils to develop consistently positive attitudes and commitment to their learning, e.g. by becoming increasingly resilient to setbacks. To find out what pupils say about school culture and practice in relation to behaviour and attitudes, the Headteacher plans to hold pupil voice activities, including a student survey after half term.

Further evidence to support the school's self-evaluation – Summer Term 2023:

- Pupil survey results show that the vast majority of pupils know the behaviours expected of them, follow the rules in school to keep everyone safe and understand the consequences if the rules are not followed. They also think that the vast majority of pupils make the right behaviour choices and behave in ways that are safe for themselves and others.
- Monitoring evidence shows that pupils have positive attitudes to lessons across the curriculum, e.g. school leaders reported that in the history pupil voice activity, pupils talked openly and with conviction about what they enjoyed, what they found interesting, what they were good at and that their teachers enjoy the subject. In addition, in the most recent survey, all pupils agreed or strongly agreed that there are opportunities in school life for them to use the skills they have been taught in PSHE and that what they have learned will make a difference to their life.
- In the recent parental survey and at parent's evenings, parents have commented on their children's enthusiasm for learning and eagerness to talk about what they have been learning about in school.
- The Headteacher reports that pupils talk knowledgeably about school values and apply the values in a variety of situations, e.g. evidence from book scrutinies show that pupils understand learning objectives, respond to feedback in line with the school's marking policy and take pride in their work.

Personal Development

Evidence to support the school's self-evaluation – Autumn Term 2022:

Within Personal Development, the focus areas for discussion during the autumn term visit were:

- How are the requirements for the agreed syllabus for RE being met?
- How well do leaders develop pupils' character through the education that they provide?

RE: The RE scheme of work linked to the updated Northumberland Agreed Syllabus has been 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 progression documents: [Ringway Primary School - RE](#).

The subject leader attended local authority training about the new syllabus and scheme of work, then delivered training to staff in school. She is clear that a high-quality education in RE should inspire in pupils a curiosity and fascination about the concept of religion and also the world's religious and non-religious traditions.

A clear subject progression document and knowledge organisers have been created to support teachers to deliver the new RE curriculum effectively, so that pupils are able to make progress by 'knowing more and remembering more' of the taught RE curriculum.

Leaders report that there has already been positive feedback about the new question-based approach that provides sufficient concrete encounters with concepts/vocabulary for them to be meaningful for pupils, sufficient breadth to equip pupils with an understanding of the complexity and diversity of religion and sufficient depth

to enable pupils to make sense of distinctive world views. Visits to RE lessons, showed that pupils were being provided with opportunities to gain breadth of knowledge about the religious traditions and depth of knowledge about the teachings and practices of Christianity and other religions.

Character Education: During the discussion around character education, school leaders explored what it says in the current [Ofsted School Inspection Handbook](#):
“. . . defined as a set of positive personal traits, dispositions and virtues that informs pupils’ motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and co-operate consistently well with others. This gives pupils the qualities they need to flourish in our society.”

The DfE [Character Education Framework](#), non-statutory guidance was also used to explore the rationale for character education and personal development, along with the practicalities of provision and delivery. This guidance identifies four important aspects, which can inform the way schools shape their wider provision:

- *“the ability to remain motivated by long-term goals, to see a link between effort in the present and pay-off in the longer-term, overcoming and persevering through, and learning from, setbacks when encountered;*
- *the learning and habituation of positive moral attributes, sometimes known as ‘virtues’, and including, for example, courage, honesty, generosity, integrity, humility and a sense of justice, alongside others;*
- *the acquisition of social confidence and the ability to make points or arguments clearly and constructively, listen attentively to the views of others, behave with courtesy and good manners and speak persuasively to an audience; and*
- *an appreciation of the importance of long-term commitments which frame the successful and fulfilled life, for example to spouse, partner, role or vocation, the local community, to faith or world view. This helps individuals to put down deep roots and gives stability and longevity to lifetime endeavours.”*

During the SIP visit, school leaders and the SIP explored together 6 benchmarking questions, in the context of Ringway, to support the self-evaluation of current provision and determine any areas for future development:

- What kind of school are we? Leaders could articulate the kind of education they aspire to provide; how they ensure that all members of the school community understand and share their aims; and how effectively they create a sense of pride in the school.
- What are our expectations of behaviour towards each other? Leaders are clear about the importance of discipline and good behaviour in school life. They could provide examples of how the school promotes this understanding; how well the school promotes consideration and respect towards others, good manners and courtesy; and how well they promote a range of positive character traits among pupils.
- How well do our curriculum and teaching develop resilience and confidence? Leaders could demonstrate that the curriculum is ambitious for Ringway pupils and that it is logically sequenced and taught using effective pedagogy, so that pupils make progress and grow in confidence.
- How good is our co-curriculum? The school provides a wide range of artistic, creative, musical, sporting and team extra-curricular activities, so that all pupils have the opportunity to discover new interests and develop existing ones. There are also ample opportunities to acknowledge and celebrate pupils’ successes.
- How well do we promote the value of volunteering and service to others? This is an area that leaders intend to explore further, to consider the possibility of age-appropriate volunteering and service opportunities (e.g. mini police) to support pupils to become more civic-minded and ready to contribute to society.

- How do we ensure that all our pupils benefit equally from what we offer? Leaders understand and take steps to minimise any barriers to participation (e.g. cost, timing, location, logistics, confidence, parental support etc.). Provision is appropriately tailored both to suit and to challenge Ringway pupils from all backgrounds, enabling them to feel valued as part of the Ringway family.

It is clear from the evidence discussed that the curriculum and the school's effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character. In early years, the curriculum and care practices promote and support children's emotional security and development of their character.

Further evidence to support the school's self-evaluation – Spring Term 2023:

- This year, the role of extra-curricular lead has been created to ensure that all pupils, particularly disadvantaged pupils and those with SEND, have access to a wide, rich set of experiences which are coherently planned, in the curriculum and through extra-curricular activities, so that they acquire the cultural capital they need to succeed in life. (The National Curriculum refers to cultural capital as *"the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement"*.) The extra-curricular lead is currently working with subject leaders to check that each subject is giving something to each child above and beyond the national curriculum.
- Subject leaders are currently working with teachers to map out opportunities for high quality debate and discussion within their subject in each year group.
- To find out more about pupils' understanding of equality and protected characteristics, the Headteacher has recently conducted a survey with a sample of pupils from different year groups. All pupils surveyed said that boys and girls had equal opportunities and were treated the same. None of the pupils surveyed felt that they had been treated less favourably because of the colour of their skin, ethnicity, religion or beliefs:
 - *"Gender doesn't matter, everyone is treated equally."*
 - *"Sometimes we look different, but we do the same things and everyone gets told off if they break the rules."*
 - *"It doesn't matter what you look like or what you believe, it matters what you are like inside."*
 - *"Anti-bullying week and PSHE helps us to learn to treat everyone the same."*
 - *"It doesn't matter if you have two mums or 2 dads. Boys can marry boys and girls can marry girls."*
 - *"Our school values are great – we get certificates and a RESPECT badge. Equality is a big part of this."*

Further evidence to support the school's self-evaluation – Summer Term 2023:

- Subject leaders have audited the opportunities that are planned within their subject for high quality debate and discussion within their curriculum areas. They have also considered how their subject contributes to pupils' personal development, providing additional cultural capital for each pupil. This information will now be used by school leaders to identify any gaps, in order to further improve provision.

Leadership and Management

Evidence to support the school's self-evaluation – Autumn Term 2022:

- Leaders have a clear, ambitious vision for all pupils and can articulate how the school's context has shaped the school's approach to curriculum delivery. Subject leaders have worked with class teachers to produce curriculum planning that is progressive from early years through to Year 6. They are provided with time each

half term to monitor their subject's curriculum's intent, implementation and its impact on pupils' learning. Subject leaders also take responsibility for their subject information pages on the school website.

- Systems are in place to support teachers at all stages of their career, including coaching and mentoring. Leaders use professional development to support staff improvement, with continuous professional development provided that links to specific school priorities and improving teachers' subject knowledge or pedagogical approaches. Leaders also make links with other schools and external agencies to enhance opportunities for teachers to improve their practice.
- Parents are encouraged to be partners in their children's learning and are well informed to enable them to do so. The school carries out regular parent surveys to seek their views and parents are invited into school for a variety of workshops throughout the year, e.g. phonics, safeguarding, e safety, anti-bullying. The school also encourages links with the wider community through inviting guest speakers into school, charity events, collecting for food banks and care home visits.
- Leaders are mindful of staff workload and wellbeing. They engage effectively with staff, holding regular meetings, listening to staff opinion and maintaining a visible presence in and around school to gain a realistic perspective of school life. Staff are also consulted regularly about the impact of policies, with changes being made if feedback shows they are necessary.
- Governors understand their role and fulfil their statutory duties effectively. They undertake regular skills audits and self-evaluations; their diverse range of skills and expertise enabling them to ensure that resources are managed well, that leaders are held to account for the quality of education and that pupils are kept safe. Governors work closely with the Headteacher, visiting the school regularly to see for themselves how well the school is doing. All governors have a subject responsibility and the yearly monitoring timetable includes visits from subject governors to discuss aspects of the quality of teaching, carry out work scrutiny and sample the quality of teaching with the school's subject leaders.
- The safeguarding policy includes links to equalities. It is updated annually and published on the school website: [Ringway Primary School - Policies](#). Regular safeguarding training and updates ensure that all staff apply the policy consistently, so that pupils can feel safe in school. The curriculum also supports pupils to feel safe, teaching them where to get help, how to stay safe and how to recognise harmful content online.

Further evidence to support the school's self-evaluation – Spring Term 2023:

- School leaders are clear that the curriculum needs to be suitably ambitious for all pupils and consider provision for pupils with SEND as a strength of the school.
- THE SENDCo works with other school leaders, including governors, to monitor pupil outcomes carefully, to check that they are improving as a result of the adapted or additional provision being made for them; this supports pupils with SEND to be well prepared for their next steps in education.
- Pupils, whose families have a social worker, are supported to overcome any additional barriers to their learning. The Headteacher ensures that any actions for school from Child Protection plans and Child in Need plans are carried out and their impact reported back at multi-agency meetings.
- The Headteacher is working with governors to ensure that they understand how the curriculum is underpinned by the school's vision and values, this includes planning a governor visit for the summer term with a focus on school vision in practice. Meetings between link governors and subject leaders also provide them with examples of how the school vision is embedded throughout each curriculum area.

Further evidence to support the school's self-evaluation – Summer Term 2023:

- Subject leaders have worked alongside class teachers to ensure that there are opportunities to allow all learners to access the learning in their subject. Examples, demonstrating how all children are enabled to access subjects, have been documented by all subject leaders.

Early Years

Evidence to support the school's self-evaluation – Autumn Term 2022:

- Over the past year, the Headteacher has worked closely with the Early Years Leader and link governor to update all early years' policies, plans and procedures to ensure that they are fully in line with the updated early years framework and the school's new vision and values. This work also included completing a comprehensive audit of provision in early years and a provision review supported by local authority early years consultant.
- All subject leaders have considered their subject curriculum progression and implementation from early years to the end of key stage 2. To support this, they have produced subject specific curriculum maps setting out the key milestones in knowledge, skills and vocabulary that children at Ringway are expected to reach at the end of each year from age 2 through to Year 6.
- Children make good progress across all areas of learning from their individual starting points on entry to EYFS, with a high proportion of children reaching a good level of development. EYFS end points provide the key learning required for Year 1 through a logical and systematic progression. By the end of Reception, children are able to use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Staff have received training in synthetic phonics, early reading and early mathematics. They develop children's communication and language through playing games, nursery rhymes, singing songs and music sessions. They also model and encourage children to use ambitious vocabulary, ensuring that any new vocabulary or unfamiliar words are introduced and clearly explained. Opportunities are also planned for children to widen their vocabulary through their interactions with staff and when communicating with other children.
- Strong curriculum and care practices promote and support children's emotional security. Staff ensure that all children in EYFS feel safe, happy, stimulated and secure. The curriculum also supports children to demonstrate their attitudes and behaviours through the key characteristics of effective learning (playing and exploring, active learning, creative thinking and thinking critically).

Further evidence to support the school's self-evaluation – Spring Term 2023:

Early years provision was the main focus area for the spring term visit. During the visit, the Headteacher, Early Years leader/reception teacher, nursery teacher, link governor for Early Years and the SIP explored together various aspects of the provision in line with the November 2022 Ofsted research Review [Best start in life \(part 1\)](#) and Jan 2023 Ofsted guidance: [The EYFS in schools](#). Recommendations were also discussed from Education Endowment Foundation reports: [EEF Preparing for Literacy](#), [EEF High quality interactions in the Early Years](#) and [EEF Improving Mathematics in the Early Years and Key Stage 1](#).

Based upon evidence from time spent in early years, observing, talking to children and listening to interactions, plus discussions with staff and school leaders, the following points were evident:

- To ensure that the curriculum and shared environment is matched to the developmental needs of all children in early years, staff have worked with their local authority early years consultant. The Early Years leader has considered the content of the EYFS curriculum, so that it is taught in a logical progression, systematically and in a way that gives children the necessary foundations for the rest of their schooling.

- Staff are knowledgeable about the typical development and characteristics of learning for 2, 3 and 4-year-olds and are aware of the large difference in development between children who are just 2 and those approaching their fifth birthday. Staff are responsive when children need comforting and provide support appropriate to the individual needs of the child.
- All staff attend the weekly planning meetings, at which individual children are discussed and the focus for their learning in the week ahead is agreed. When planning, staff think carefully about what children already know and can do, then choose the most appropriate activities and experiences to help secure the next steps in children's learning. Staff also consider children's interests when choosing activities, so that they can encourage progress in all areas of learning through expanding children's interests, e.g. learning activities originally planned around the theme of 'Superheroes' were adapted with a 'Superworm' focus following a child's particular interest in worms and insects.
- Explicit teaching is used to introduce children to new knowledge and opportunities are planned for this new learning to be consolidated later through play. Learning through play is enhanced through skilful adult intervention, with children's play used to teach many aspects of the curriculum. Staff are patient and attentive when allowing children to express their ideas. School leaders report that the recent CPD focus on developing high quality interactions has resulted in staff listening to children more and responding to their verbal and non-verbal communication, rather than interrupting them.
- All staff have a copy of the school's early years assessment booklet and use this to inform half termly discussions to review children's individual targets and set new ones. When gaps in knowledge are identified, staff consider where there need to be adaptations to the curriculum, e.g. post pandemic, staff report seeing more children with delays in communication and language development and also personal, social and emotional development.
- As a result, strategies and interventions have been put in place to help children catch up and training has been arranged for staff in promoting high quality interactions with children matched to their developmental needs. In terms of personal, social and emotional development, to support children, who are reluctant to join in or have less 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.

Further evidence to support the school's self-evaluation – Summer Term 2023:

- The Headteacher has ensured that teachers in Early Years know which children are due to start their class in September.
- 17 children are on the list for the reception class and the Headteacher has been informed that there are 3 late submissions. 16 of the 17 children currently attend the school's nursery and 1 child is at a different nursery; school leaders will be contacting that nursery once it has been confirmed that parents have accepted the place at Ringway. None of the children moving into reception have been identified as having SEND.
- 17 children are also currently on the Nursery list for September, this is due to rise to 31 children from the start of the spring term 2024 and 36 children from the start of the summer term 2024.