

Ringway Primary School

Ringway, Guide Post, Choppington, Northumberland NE62 5YP

Inspection dates

1–2 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have worked with tenacity to address areas for improvement identified in the previous inspection. As a result, the quality of teaching is now good and pupils make good progress in all key stages. By the end of Year 6, standards of attainment are above average. Pupils are well prepared for secondary school.
- Recently appointed subject leaders have made marked improvements to the curriculum. Middle Leaders are developing their skills to evaluate fully the effect of their actions on pupils' learning and progress. However, they have yet to develop their skills fully in checking the quality of teaching and learning.
- Staff share the same aspirations as leaders for pupils' outcomes and are committed and dedicated to improving the school further.
- Children make good progress in the early years. There are varied and exciting opportunities for them to develop their early reading, writing and mathematics skills.
- The curriculum is broad and balanced and engages pupils in their learning, contributing to the good progress that they make.
- The school's work to promote pupils' spiritual, moral, social and cultural development is effective. However, pupils have a less explicit understanding of the importance of British values.
- Leaders ensure that there is a good range of opportunities for pupils to develop their English and mathematics skills across the curriculum.
- Governors work closely with senior leaders and teachers. They provide effective support and challenge so that the school continues to improve.
- Pupils demonstrate positive attitudes towards their learning; they behave sensibly around the school. As a result, there is a calm and purposeful learning environment.
- Most pupils present their work well. However, not all teachers have the same high expectations of pupils' presentation of their work and handwriting.
- Leaders and governors ensure that funding to support disadvantaged pupils is used effectively. As a result, disadvantaged pupils' progress is improving. However, the proportion of disadvantaged pupils reaching the higher standard is below that of other pupils nationally.
- Leaders understand the main priorities for improvement. However, action plans are not precise enough to improve the quality of teaching and pupils' progress further.
- Pupils are kept safe, feel safe and are well cared for.

Full report

What does the school need to do to improve further?

- Strengthen the impact of leadership and management even further, by:
 - ensuring that school action plans contain precise targets and interim milestones clearly linked to pupils' progress and outcomes
 - further developing the skills of leaders new to their role to check the effect of actions taken to improve the quality of teaching and pupils' outcomes
 - providing more explicit and planned opportunities so that pupils fully understand and can explain the importance of British values.
- Further improve the quality of teaching, learning and assessment, by:
 - ensuring appropriate challenge, so that the proportion of pupils achieving the higher standards continues to improve, particularly for disadvantaged pupils
 - planning wider opportunities for pupils to further develop their subject-specific vocabulary across the curriculum
 - making sure that all staff have equally high expectations of the standards of pupils' presentation of their work and handwriting.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, leaders have successfully improved the quality of education in the school. Areas for improvement identified at that time have been addressed effectively. They have ensured that the quality of teaching and learning is good and that pupils in all key stages make good progress. Pupils are well prepared with the academic and personal skills they need to be successful at secondary school.
- The school's evaluation of its strengths and weaknesses is accurate. Leaders have identified the right priorities in the school improvement plan to ensure that the school continues to improve. However, action plans lack a specific focus on pupils' outcomes with clear milestones for judging the effect of actions taken.
- Leaders have created a culture of high expectations for pupils and staff. The recently appointed deputy headteacher has already had a positive impact on improving the school. Staff talk positively about her support to improve the quality of teaching and learning.
- There are regular meetings between leaders and staff to check pupils' progress. As a result, pupils who are at risk of falling behind, including those pupils with special educational needs and/or disabilities (SEND), are provided with effective support to ensure that they catch up.
- Subject leaders have begun to develop their role in reviewing and developing the curriculum. The history and science leaders have introduced new approaches to teaching subject-specific skills; for instance, pupils' chronology in history and explanation and investigation in science. However, the skills of subject leaders, some of whom are new to their posts, are not fully developed. They have opportunities to check their curriculum areas but need time to embed and review their action plans.
- Staff receive effective training to help them improve their classroom practice. Leaders seek links with other schools and outside agencies to enhance the opportunities for teachers to improve their practice.
- Funding to support disadvantaged pupils is used effectively to reduce the barriers to learning that may be experienced by these pupils. Leaders provide these pupils with well-tailored personal and academic support. However, the progress of disadvantaged is not as strong as that of other pupils. Too few reach the higher standards of attainment.
- The physical education (PE) and sports funding is used well to fund suitable initiatives, including specialist coaching for pupils and professional development for teachers. As a result, teacher confidence has improved and pupils are accessing a wide variety of sporting activities and extra-curricular clubs. The PE leader is committed to raising the profile of PE across the school, including the development of positive attitudes among pupils. Pupils take part in a variety of competitive sports and extra-curricular clubs.
- The curriculum is broad and balanced, and engages pupils well in their learning. The curriculum is enriched by a range of activities, including music, dance, school

productions, trips and visits. Pupils develop their enterprise skills in marketing, and create business plans to promote a business.

- After the previous inspection, staff morale was low. However, staff say that there have been positive changes since the previous inspection, particularly in the use of pupil assessment data. Staff commented that the support to improve the quality of teaching and learning has also improved. This has led to improved staff morale.
- The promotion of pupils' spiritual, moral, social and cultural development is good. Pupils are reflective about their own beliefs and show respect for the beliefs, feelings and values of others. Displays in the school reflect cultural diversity. Pupils demonstrate an understanding and appreciation of the wide range of cultural influences that have shaped their heritage and that of others. However, opportunities to explore British values are less explicit within curriculum plans. There is scope to develop pupils' understanding of the importance of British values so that they are even better prepared for life in modern Britain.

Governance of the school

- Leaders and governors work together effectively to ensure that the school continues to improve. Governors visit the school regularly and meet with leaders. Staff see this as a mutually beneficial process. Governors see for themselves how well the pupils are learning and ensure that they are kept safe.
- Governors know the strengths and weaknesses of the school well and provide senior leaders with effective support and challenge. They share leaders' high expectations. Governors are highly ambitious for pupils.
- Governors scrutinise the use of the funding the school receives to support disadvantaged pupils effectively to ensure that they achieve well. For instance, the pupil premium governor meets regularly with the pupil premium lead to discuss the impact of use of the pupil premium funding, barriers to learning experienced by disadvantaged pupils and their rates of progress. The school's strategy has a clear focus on improving pupils' outcomes and diminishing the difference in achievement between disadvantaged pupils and other pupils nationally.
- Governors, with the support of an external consultant, manage the performance of the headteacher effectively. Targets set for the headteacher are relevant and challenging.

Safeguarding

- The arrangements for safeguarding are effective.
- The safeguarding policy is available on the school's website and reflects current government guidance. Leaders ensure that all safeguarding arrangements are fit for purpose and have created a safe culture.
- Leaders ensure that safeguarding is everyone's responsibility. Staff understand the important role they play in keeping pupils safe.

- Staff receive training and regular updates on safeguarding and child protection procedures. Staff know the signs to look for and what they must do if they have a concern about pupils' safety and well-being.
- Pupils say that they feel safe. The vast majority of parents who responded to Ofsted's online questionnaire, Parent View, agree. Pupils told inspectors that there is someone to talk to in school if they have any concerns.
- All members of staff are checked for their suitability to work with children. Accurate and up-to-date records of these checks are maintained.
- The school works well with a range of external agencies to keep pupils safe. Pupils with SEND receive good care and support so that they thrive.

Quality of teaching, learning and assessment

Good

- Leaders have worked with rigour and determination to ensure that the quality of teaching in the school is now good. Leaders, including governors, are effective in improving the quality of teaching and learning and improving the learning culture across the school.
- The atmosphere around the school and in classrooms is calm and purposeful and contributes well to pupils' learning. This means that no time is wasted in lessons. Teachers and non-teaching staff have high expectations of pupils. The organised learning environment provides pupils with high-quality resources.
- Teachers' subject knowledge is secure. They make effective use of questioning to establish pupils' understanding. Pupils are confident to contribute to class discussions. However, sometimes teachers' questioning does not probe and challenge pupils' thinking fully.
- Staff know their pupils well and use assessment information effectively to develop next steps for pupils' learning. The quality of relationships and respect between staff and pupils are a strength of the school.
- Typically, teaching ensures that the most-able pupils are challenged in their learning. This is an improvement since the previous inspection. The proportions of pupils attaining the higher standards in reading, writing and mathematics in both key stages 1 and 2 have increased as a result. However, the proportion of disadvantaged pupils reaching these higher standards remains below that of other pupils nationally. This is an area for improvement.
- In mathematics, pupils are well taught. They are given increasingly challenging work and use their mathematical skills, including reasoning, well to solve a variety of problems.
- Teaching assistants provide effective support for those pupils with SEND to ensure that they make good progress. They work closely with teachers to ensure that the activities are appropriate to meet pupils' needs.
- Teachers and teaching assistants ensure that pupils develop effective skills in phonics. Pupils, including the lower-attaining pupils, use their phonics knowledge well to decode and spell unfamiliar words.

- A review of pupils' work by inspectors showed that there are many and varied opportunities for pupils to apply their reading, writing and mathematics across the curriculum. Pupils develop links between subjects and write at length in a range of genres.
- Pupils use working walls in classrooms to develop their vocabulary. Leaders are developing subject-specific glossaries to enhance pupils' understanding of main vocabulary. However, leaders acknowledge the need to develop subject-specific vocabulary further across the curriculum so that pupils can make links between subjects.
- Although many pupils present their work well, pupils' presentation is variable and the quality of handwriting is inconsistent across year groups.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils learn about unsafe situations and how to keep themselves safe outside of school. For instance, pupils were able to explain to an inspector how to stay safe while using the internet. Older pupils are aware of cyber bullying.
- Pupils have opportunities to develop their leadership skills. There is an active school council who meet monthly. Pupil councillors are elected by each class following a class vote. These roles and responsibilities help pupils to develop their confidence and prepare them well for the next stage in their education. The school council has been proactive in obtaining additional play equipment for use at break and lunchtimes and in raising money for charities such as a 'Readathon' to raise money for children in hospital.
- Pupils show respect for differences. They demonstrate tolerance and respect for others. They told inspectors that all pupils would be 'treated the same', no matter what their culture, background or religion.
- Pupils learn about a wide range of different faiths and religions in modern Britain. However, sometimes their recall is more limited.
- Pupils wear their uniform with pride. Most pupils are proud of their school. They know that falling out is different from persistent bullying. Several pupils spoken to said that bullying was not an issue at the school. This was confirmed in discussions with staff and by the school's own records. However, a few parents, in their response to Ofsted's online survey, Parent View, do not agree that bullying is dealt with effectively.
- Pupils feel comfortable in approaching a trusted adult if they are worried or concerned. They particularly appreciate the use of 'Chatterboxes' in each classroom to share their worries.

Behaviour

- The behaviour of pupils is good.

- Pupils have a secure understanding of the school's behaviour policy. Pupils, who made their views known to inspectors, say that behaviour is good. They told inspectors that sometimes one or two pupils will misbehave but this is dealt with by staff. The school's own records show very few incidents of poor behaviour. Pupils' attitudes to learning are good; they behave well in lessons. They are attentive and ready to learn. As a result, little learning time is lost because disruption to lessons is rare.
- There is a calm and purposeful atmosphere in the school. Pupils conduct themselves in an orderly manner around the school. Pupils mix well together during breaks and lunchtimes. Older pupils and younger pupils mix well together.
- Pupils are polite, courteous and well mannered. They are respectful to adults and visitors and are proud to discuss their achievements. For instance, during the inspection, Year 3 pupils were keen to share their successes at a 'Quad Kids' sporting event where they not only won the competition but also achieved a 'Spirit of the Game' award.
- Attendance and absence procedures are thorough, with incentives to reward individual pupils and classes. Whole-school strategies are having a positive impact. Attendance has improved since the previous inspection and is now broadly in line with the national average. It continues to improve. The school's support for those pupils who had previously been regularly absent has improved their attendance. However, leaders are not complacent. They are continuing to work to reduce the proportion of pupils who are regularly absent even further.
- There have been no fixed-term exclusions or permanent exclusions in the last three years.

Outcomes for pupils

Good

- Since the previous inspection, as a result of effective leadership and good teaching, outcomes have improved. Pupils now make good progress in all key stages in reading writing and mathematics and across the wider curriculum. Attainment by the end of Year 6 has risen and is above average. Consequently, pupils are now well prepared for secondary school.
- In key stage 2, pupils' progress in reading and mathematics has been in the top 20% of schools nationally for the last two years. Progress in writing, however, has not been as good, especially boys. However, work in current pupils' books shows that both girls and boys are making good progress in writing.
- In 2018, the proportion of pupils attaining the nationally expected standard in reading, writing and mathematics combined by the end of Year 6 improved markedly and was above average. There has also been a three-year improving trend in the proportion of pupils attaining the higher standard in these subjects and, in 2018 it was broadly average overall.
- Standards in English grammar, punctuation and spelling by the end of Year 6 have also improved. In 2018, the proportions of pupils attaining both the expected and higher standards were above average. However, a small minority of pupils' handwriting and presentation of their work is not high enough.

- Pupils achieve well in key stage 1. In recent years, the proportion of pupils reaching the expected standard in the Year 1 phonics screening check has been consistently above, and sometimes well above, average. At the end of key stage 1 in 2018, pupils' attainment in reading was very high and in the top 10% of schools nationally. Attainment in writing was above average. In reading and writing, an above-average proportion of pupils consistently reach the higher standards. In 2017, pupils' attainment in mathematics was above average but it dipped to below average in 2018. Inspection evidence shows that current pupils are making good progress in mathematics. The proportion of pupils currently in Year 2 on track to reach the expected standard is likely to reverse last year's dip.
- Pupils' outcomes in subjects other than English and mathematics are also good and improving. There are numerous opportunities for pupils to apply the basic skills of reading, writing and mathematics in other subjects and to deepen their knowledge and understanding across the wider curriculum. Improvements to the quality of the teaching of science have increased pupils' motivation and desire to learn. There is a range of topics covered, with an emphasis on scientific skills and explaining scientific knowledge and understanding. However, pupils' knowledge of subject-specific vocabulary across the curriculum subjects is not as well developed as it could be.
- Pupils with SEND are making increasingly good progress. The recently appointed special educational needs coordinator (SENCo) has ensured that the curriculum is carefully planned and they receive good-quality care and support.
- Overall, disadvantaged pupils achieve well. At the end of key stage 2 in 2018, the proportion of pupils reaching the expected standards in reading, writing and mathematics combined was similar to that of other pupils nationally. However, the proportion reaching the higher standards was below that of other pupils nationally. Most-able disadvantaged pupils do not always reach the standards that they are capable of because work sometimes lacks challenge.

Early years provision

Good

- The majority of children start in the early years with skills and abilities which are typical for their age. By the time children leave Reception, they make good progress from their starting points in all areas of learning. Over time, the proportion of children achieving a good level of development has increased and is now above the national average. As a result, children are well prepared for Year 1.
- The early years leader ensures that staff are supported with frequent opportunities for professional development, such as in the teaching of phonics. This ensures that the quality of teaching is good. There are regular opportunities for staff to moderate children's work, resulting in detailed and accurate assessment of children's learning.
- The early years environment is calm and purposeful. There are exciting opportunities for children to develop early reading, writing and mathematical skills through a variety of challenges both indoors and outdoors. Children's behaviour is consistently good and they have positive attitudes towards their learning. Children particularly enjoy self-initiated activities across the setting.

- Children are confident with routines and move from one activity to another without fuss. They show confidence in selecting their own activities and interact well with one another, often supporting one another with learning.
- Children are eager to share their learning with adults and visitors, and can confidently articulate what they are learning. For example, a child was very keen to share their writing about dinosaurs with an inspector using positional language such as 'in the middle', 'at the bottom' and 'behind'.
- Adults use questioning well to support and extend children's learning and to develop their language skills. Children are encouraged to articulate their learning and select their own activities in the setting.
- There are regular opportunities for children to read linked to relevant and interesting themes. Outdoors, there are child-friendly signposts to develop children's literacy and numeracy skills.
- There are good links with parents to keep them informed of their child's progress as well as opportunities for them to contribute to their child's learning. Regular sharing of children's online learning journal keeps parents up to date with how well their child is doing.
- Leadership of the early years is effective. The early years leader knows the children well and can identify next steps for their learning based upon the characteristics for effective learning. The early years leader has a good understanding of the strengths and areas for further improvement.
- There are no breaches of legal welfare requirements. Daily risk assessments of the indoor and outdoor area are carried out. During the inspection, arrangements to ensure a written record of these checks is maintained were revised and strengthened.

School details

Unique reference number	122247
Local authority	Northumberland
Inspection number	10087546

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	The governing body
Chair	Kristian Marshall
Headteacher	Hazel Scott
Telephone number	01670 813463
Website	www.ringwayprimaryschool.co.uk
Email address	Hazel.Scott@guidepostringway.northumberland.sch.uk
Date of previous inspection	2–3 March 2017

Information about this school

- Ringway Primary School is a smaller-than-average sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium funding is below average.
- The proportion of pupils with SEND is average.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is below average.
- The school runs a breakfast club. The after-school club is run by the on-site nursery, First Friends.
- The deputy headteacher took up her post in September 2018.

Information about this inspection

- Inspectors observed pupils' learning in all year groups. Some of these visits were carried out jointly with the headteacher. Inspectors looked at a range of pupils' books and considered the school's information about current pupils' progress and attainment.
- Inspectors met formally with pupils in Years 4, 5 and 6 and talked informally with pupils at lunchtimes and breaktimes in all year groups.
- Inspectors listened to pupils' reading and talked to them about their reading.
- Inspectors observed the school's breakfast club.
- Inspectors met the headteacher and senior and subject leaders. Inspectors also met with staff responsible for attendance, behaviour, bullying and exclusions, disadvantaged pupils and the PE and sports funding. An inspector also met with a group of teaching assistants.
- The lead inspector met the chair of the governing body and a representative from the local authority. The lead inspector also held a telephone conversation with the school improvement partner from the local authority.
- Inspectors considered the 29 responses to Ofsted's online survey, Parent View, including the 26 free-text comments. The lead inspector also considered the 16 responses to the staff survey. An inspector met with parents at the beginning and end of the school day.
- Inspectors scrutinised a wide range of documentation relating to the school's work during the inspection, including school action plans, behaviour and attendance records, minutes of governing body meetings, and documents relating to safeguarding.

Inspection team

Gill Wild, lead inspector

Ofsted Inspector

Michele Costello

Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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