

## Local Authority School Improvement Partner Meeting – Summer Term 2021

### Ringway Primary School

Headteacher: Lisa Robson

Chair of Governors: Kristian Marshall

School Improvement Partner: Derek Sleightholme

Date of visit: 12th May 2021

Part 1:	Ofsted Judgement	SEF Judgement	Emerging LA Judgement
Overall Effectiveness of the School	Good – May 2019	Good	Good
Quality of Education	<i>Do not complete this unless the school has had a section 5 inspection since Sept 2019.</i>		
Behaviour & Attitudes			
Personal Development			
Leadership & Management			
Early Years			

Type of school	Primary	Current number on roll	187
% of SEND pupils	14	% of disadvantaged pupils	23

#### A summary of the school's successes and progress made during the spring term

- Staff provided a home learning programme that followed government guidance. The curriculum offer matched that being provided to pupils who were attending school. Attendance quickly improved with typically 45% pupils attending school during lockdown. Pupils with special educational needs and disabilities (SEND), those deemed vulnerable plus the children of key workers were all offered school-based provision during lockdown. Some attended for part of each week.
- Staff provided clear guidance to parents on how they might support their children when learning at home. For example, they offered a weekly timetable with advice on how to cover the prescribed content in the 3 hours of daily time suggested in national guidance.
- On 8th March all pupils returned for the last 3 weeks of the term and the Recovery Programme was reintroduced. Priority was given to restarting daily routines both academically and in terms of well-being.
- The academic focus for morning sessions has been in English and mathematics. Particular attention has been given to grammar, spelling, handwriting and arithmetic. Afternoon sessions have been used to cover a selection of foundation subjects.
- Staff have conducted baseline assessments that were used to pinpoint the needs of individual pupils. These have shown the current priorities for SEND and disadvantaged pupils are similar to pupils of all other groups.
- Two surveys asked parents to comment on how well pupils had been supported and how they had settled back into school life.

# Education and Skills



## Current priorities in the school's development plan

The school has identified two key priorities:

- Delivery of the Recovery programme that focusses on catch up in core subjects and supports pupil well-being.
- Development of the role of middle leaders.

## Has the Headteacher/Governing body ensured that:

All Governors have read 'Keeping Children Safe in Education' (updated January 2021)	Yes
All staff (including volunteers) have read at least Part 1 of 'Keeping Children Safe in Education' (updated January 2021)	Yes
Website is compliant with the most recent statutory guidance?	Yes
Parent View feedback has been reviewed	Yes
Ofsted 'requested' documents ( <i>para 79</i> ) are in place?	Yes

## Part 2: Self-evaluation and SIP discussion on the Quality of Education

### The school's current position with regards to the quality of education

The focus for this visit was the

- Impact of COVID on the school's provision
- Current educational offer with reference to the intent and implementation plans for the curriculum.
- Progress with development of the role of middle leaders. (see Part 3: Leadership)

A governor joined the SIP for this visit. Discussions were held with the headteacher and literacy leader. A learning walk was used to sample evidence supporting the overall 'Quality of Education' provided by the school in this post spring term lockdown period.

Evidence from displays:

- Pupils are encouraged to become 'Stars of the week'. This is awarded for success in both academic and personal achievement. Weekly virtual assemblies, communicated through 'Google meet' reflect Covid-safe practices and are used to celebrate individual pupil's success. Booklets of work with photo images are sent to parents.

Electronic records (Class Dojo):

- Every pupil is registered with this software facility. During the academic year pupils work towards the bronze, silver and gold award. Using unique log in passwords parents can access their child's Dojo account and see progress towards academic and personal achievement.

School hall:

- During this visit the Newcastle United Football Club (NUFC) Foundation programme that delivers primary school PE and sport was being accessed by Year 5 pupils. This programme 'focuses on developing agility, balance and co-ordination and introduces children to the principles of team games. The programme is also designed to provide CPD opportunities, resources and support to school teaching staff.'
- Pupils enthusiastically engaged in the session that made a significant contribution to their well-being. The headteacher confirmed these sessions are supplemented by provision of mental well-being sessions from visiting teachers. Staff, who join the sessions, benefit from the guidance of visiting specialists; the long term impact being to embed the actions into the school PE and games provision and the overall quality of education.
- World book week display: This was very successful and involved pupils in designing a costume as a character from a favourite story.

#### Visits to Classrooms:

Year 5 (pupils were being taught in the hall on the NUFC programme described above):

- Following DfE guidance desks are organised so that pupils work in pairs and are forward facing.
- Displays: priority is given to core subjects. These include support for mathematical calculations and English grammar. Personal reading is promoted well on a display that depicts the current title selected by each pupil from a well organised classroom library. Science is represented by work on space that poses challenging questions for pupils to resolve. Analysis of the subject timetable confirms pupils are provided with a good balance of subjects.
- The 'Summer 1' programme includes regular lessons in history and music; art and DT will be delivered during 'Summer 2'. Current IT tasks are focussed on acquiring skills in coding and games creation; this provides good openings for pupils who are more advanced to develop their ideas independently.
- Homework provision continues to use the lockdown on-line facility. Pupils are asked to practice spellings timetables and reading. A well-being display focusses on mindset activities and incorporates inspirational quotations.

#### Year 2:

- A short visit was made to this class during a mathematics lesson. Organisation reflected Covid-safe arrangements. As with Year 5, although displays confirm staff have returned to provision of a balanced programme, priority is given to ensuring learning in core subjects has priority. Pupils were settled, concentrating, behaving well and making good progress.

## Part 3: Leadership

### The school's current position with regards to leadership and management of the quality of education

The focus for this visit:

- Improvements to the premises (including Covid-safe requirements).
- Use of Catch-up Funding.
- Progress with development of the role of middle leaders.
- The impact of leaders actions to address reading.
- Current involvement of governors.
- Safeguarding update.

Improvements to the premises:

- Lockdown across two academic years placed considerable demands on the work of the staff. Despite these interruptions the headteacher has successfully involved her colleagues in addressing premise improvements that over time will have long standing impact on the quality of education.

Examples noted during this SIP visit are:

#### Indoors

- Removal of former cloak areas: one is now a small room available for interventions, the reading scheme and meetings such as speech and language reviews. The other has been converted into a teachers' workroom. This is contributing to staff well-being and raising the professional standing of staff.
- Provision of a medical room.
- Provision of a small photocopying facility

#### Outdoors

- One way system around the school to support Covid-safe movement of parents and their children.
- New external doors to those classrooms that previously did not have this facility
- New external path with fencing and gates.
- New outdoor storage for play and games equipment

#### Catch-up Funding:

- Catch-up funding was used for additional staffing of teaching assistants (TA). This has ensured one TA is in each class and supports the leading of interventions.
- Provision of additional SENCO release time (3 days each week). As a result, the SENCO supports delivery of interventions and monitors the impact of actions taken for SEND pupils. One TA works alongside the SENCO in a pastoral role.

#### Progress with development of the role of middle leaders:

- Prior to this visit the SIP had delivered an on-line training session that focussed on gathering subject evidence and how to develop a monitoring cycle. The headteacher confirmed all middle leaders are now responsible for two subjects. From September, all current newly qualified teachers (NQTs) will also support subject development. During lockdown middle leaders were asked to produce a curriculum statement for their subjects and how progression across school would be ensured. Middle leaders take responsibility for their subject information page(s) on the school website. A statement grid has been produced for each subject. The next step is to implement delivery of the middle leader monitoring cycle. To support this each leader has been allocated 0.5 of a day to develop subject work. Staff meetings next term will provide an opportunity for actions to be discussed across the whole staff team. Current professional development is on-going in history and English (vocabulary) and the school will be represented at a STEM residential at York University during the week commencing the 17th May.

#### The impact of leaders' actions to address reading:

- Historically pupils' reading records were not accessible to parents. Leaders have encouraged the reading at home of a wide range of texts including books from school, newspapers and magazines. Parents have been encouraged to promote home reading by stressing to their children that this is not just 'their reading book'.
- Pupils were challenged to read for 10 minutes each day and this was recorded on a chart by parents leading to the issuing of certificates and rewards.
- Staff, who have gained greater confidence in using live media, produced some video sequences of story time. Another initiative, the 'Masked Reader', based on the popular TV format, was delivered by all staff. Using app technology pupils were challenged to identify the 'reader' of different sections of the story, the results being later revealed on Zoom.

**Current involvement of governors:**

- Governor support and monitoring this term has been the delivery of English and mathematics.
- Reviews have been completed on how the catch-up programme was progressing.
- The Chair of Governors completed a review of PE.

**Safeguarding update:**

- One new Designated Safeguarding Lead (DSL) has been trained.
- The revised outdoor arrangements provide safer movement around the school.
- The main entrance door access is more secure.
- All staff and governors have undertaken refresher training: they have accessed the Prevent programme plus and the anti-bullying annual update.
- Improved communication – parents say the school rapid contact system is much improved.
- The introduction of staggered start and finish times is more efficient and Covid-safe.

**Key actions for leadership in preparation for September 2021**

- Complete end of year assessments and report findings to parents.
- Prepare for revisions to the EYFS that will be mandatory next term.
- Implement transition to two high schools: discussions about pupils etc.
- Commence subject leader monitoring.
- Prepare for the induction of one NQT who will join the school next term.
- Organise a pupils premium meeting with the appointed governor.

**Part 4: Feedback**

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

It has been lovely to allow our SIP back into school after so long and to allow them to see the many changes that have taken place. I have appreciated the support given to myself as a new headteacher during this very difficult year. Middle leaders have also felt well supported, school and SIP monitoring has allowed us to identify their next steps in their subject development and they have been supported by our SIP with additional CPD in monitoring their own subject.

**Requests for further school support:**

Now that we are getting back to some form of normality, it would be nice to have a Headteacher mentor (if possible) - this was discussed when I was first appointed but then Covid hit!

**Agreed next SIP visit date:** TBA

*Derek Sleightholme*  
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