

## Local Authority Annual Review - Spring Term 2018

### Ringway Primary School

Headteacher: Hazel Scott

Chair of Governors: Kristian Marshall

School Improvement Partner: Derek Sleightholme

Date of Visit: 07 February 2018

Part 1	Last Ofsted Judgement	SEF Judgement	SIP Judgement
<b>The Overall Effectiveness of the School</b>	Requires Improvement	Requires Improvement	Requires Improvement
Effectiveness of Leadership and Management	Requires Improvement	Requires Improvement	Requires Improvement
Quality of Teaching, Learning and Assessment	Requires Improvement	Requires Improvement	Requires Improvement
Personal Development, Behaviour and Welfare	Good	Good	Good
Outcomes	Requires Improvement	Requires Improvement	Requires Improvement
Early Years	Good	Good	Good

#### Date of Previous Ofsted Inspection:

#### A summary of the progress made in the autumn term 2017

*The Autumn Term Report improvement areas were:*

- Continue to implement the post inspection action plan designed to move the school from requires improvement to good.
- Improve writing across the curriculum at Key Stage 2 so that pupil achievement in this subject matches the gains being made in reading and mathematics.

*The Ofsted Inspection Improvement areas were:*

- Improve pupils' outcomes at Key Stage 1 and Key Stage 2.
- Strengthen the effectiveness of leadership and management.
- Continue to diminish the difference in the progress and attendance of disadvantaged pupils.

*The impact of actions taken is:*

- Teaching over time is improving in terms of its influence on pupil outcomes. The 2018 Key Stage 2 results are predicted to show further improvement.
- An experienced consultant (former HMI) has reported positively on the actions taken that are leading to pupils becoming more confident independent writers.
- Leadership at all levels is demonstrating a new sense of purpose in its drive to improve pupil outcomes. Subject leaders are contributing more effectively to school self-evaluation. Governors are much more robust in exercising their responsibilities for challenge and support.
- Current attendance records confirm the difference between the absence rates of disadvantaged pupils and all pupils is diminishing.

#### A summary of further improvements to be made in the remainder of the academic year

**Leadership of teaching:**

- Continue to implement the areas for improvement in the post inspection action plan.
- Ensure that learning across foundations subjects also enhances key literacy and numeracy skills.

**Governance:**

- Formalise a written protocol for monitoring activities.
- Further develop monitoring practices by accessing support from the local authority and national sources.

**Headline end of key stage predictions for 2018**

Summer 2018 predictions for key stage outcomes:

EYFS: GLD predicted to be 77%

Year 1 phonics predicted to be 79%

**Year 2**

Reading: 76% predicted to be at expected standard; 17% predicted to be at greater depth

Writing: 76% predicted to be at expected standard; 17% predicted to be at greater depth

Mathematics: 76% predicted to be at expected standard; 17% predicted to be at greater depth

**Year 6**

Reading: 78% predicted to be at expected standard; 28% predicted to be at greater depth

Writing: 61% predicted to be at expected standard; 28% predicted to be at greater depth

Mathematics: 67% predicted to be at expected standard; 28% predicted to be at greater depth

**Has the SIP shared with leaders the most recent guidance on:**

Single Central Register/ Keeping Children Safe in Education?	Yes ✓
Website compliance?	Yes ✓
Ofsted 'requested' documents (see P15 Ofsted handbook)?	Yes ✓
Ofsted's new arrangements for short inspections and their possible outcomes?	Yes ✓

<b>Type of school</b>	Primary	<b>Current number on roll</b>	174
<b>Age range of pupils</b>	3 - 11	<b>% of disadvantaged pupils</b>	17

**Part 2: Detailed Analysis and Evaluation of Teaching, Learning and Assessment:****Early Years**

The quality of Teaching, Learning and Assessment in Early Years is **good**.

This is evidenced in a learning walk where the focus was children's progress towards the numeracy learning goals.

The reception class provides many opportunities for children to experience number, space and shape. Displays ensure numbers 1 - 20 have a high profile. As a result children learn to order numbers correctly. Number activities consolidate this skill; during this visit children were finding the number to complete gaps in number sequences such as 2 - - 5 and 11 - 13 - etc.

In another activity children were counting beads and making long number snakes. Classroom routines also support knowledge of number; the day of the week and the date in the month are checked at the start of each session thus consolidating children's understanding of number. Shape is explored through the handling of three dimensional resources including blocks and cones. Early indications are that the percentage of children on track to reach the Good Level of Development is broadly in line with the national result in 2017. If this is confirmed it would indicate good progress in numeracy against the starting points of many of these children.

## KS1

The quality of Teaching, Learning and Assessment in KS1 **requires improvement.** (Ofsted judgment 2017).

A learning walk and the sampling of pupils' numeracy books indicates that teaching and learning over time is improving and moving towards good. In both classes pupils were well behaved and enjoying the activities. Pupils were typically learning about number patterns and distinguishing between odd and even numbers. Classrooms include display areas to support pupils' acquisition of calculation skills. However, in one classroom the working wall display was limited because the teacher is in the process of reorganising the location of the numeracy resources.

A sample of pupils books were scrutinised by the school leaders and the Chair of Governors. All found evidence of progress over time for example from simple place value to calculations using the convention of tens and units. A good range of topics had been taught by the mid point on the school year. Pupils were presenting data graphically and learning about fractions through practical activities.

## KS2

The quality of Teaching, Learning and Assessment in KS2 **requires improvement.** (Ofsted judgment 2017).

Visits to all four classrooms and the sampling of pupils' mathematics books indicates that teaching and learning over time in this key stage is also moving towards good. It is clear that staff have implemented a number of consistent practices such as the high profile maths working wall that provides support for pupils often in calculation. Key mathematical vocabulary is presented clearly. In lower Key Stage 2 classes pupils are encouraged to use a checking tool when their work is complete. The regular use of practical resources motivates pupils who respond positively and are keen to learn. As a result, in all classrooms, pupils were well behaved and following instructions. In Year 6, where the focus was on learning about percentages, the teacher was providing pupils with very clear guidance on the importance of accurately recording their answers and how this would be crucial if this type of question arose in a SATs test.

The work sampling confirmed pupils are being taught a good range of mathematical knowledge, concepts and skills. They are producing well presented work. Marking is consistently applied and pupils are correcting mistakes. There are examples of challenge; these are helping pupils capable of working at greater depth.

During the discussion that followed visits to classrooms it was agreed the strengths of teaching were:

- Good subject knowledge and high expectations.

- Effective pupil management with a clear structure to lesson delivery.
- Good pace.
- Good knowledge of individual pupil's needs
- Good organisation of groups.
- Good preparations of resources.
- Provision of activities that include problem solving and reasoning.

**SIP's overall judgement for Teaching, Learning and Assessment, using the specific grade descriptors in the Ofsted handbook.**

The SIP and headteacher agreed the activities undertaken during this SIP visit provided evidence that the following Ofsted grade descriptors for good pupil outcomes are **not currently met**:

Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points

In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points

Pupils' progress is above average or improving across most subject areas. Progress from starting points of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas

From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.

Pupils are well prepared for the next stage of their education

The following descriptors **are met**:

Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check.

Where attainment overall is low, it shows consistent improvement

### **Part 3: Leadership**

**What were the actions of leadership in monitoring and evaluating the quality of Teaching, Learning and Assessment in the autumn term?**

Leaders have accelerated their programme of monitoring. They are compiling a secure portfolio of evidence that traces the impact of teaching on learning and pupil outcomes.

During the autumn term the headteacher observed a mixture of literacy and numeracy teaching in all classes. Additional observations were made by the literacy and numeracy co-ordinators. Teaching over time was assessed through the scrutiny of pupils' writing and mathematics books.

The authority assessment co-ordinator checked current practice and fine tuned assessment to meet the school needs.

An previous partnership co-ordinator, who is also an experienced former HMI, was engaged to monitor actions that are being taken to improve writing. She was joined by the senior leadership team for observations of writing throughout the school. This was followed by the joint scrutiny of pupils' writing to assess progress and the accuracy of assessments.

Governors have responded positively to the call to develop their support and challenge role. The Chair of Governors now attends each SIP meeting and takes part in discussions and practical activities. Since the previous SIP report the link governors have conducted and reported on focussed visits covering the school tracking system and writing.

The attendance rates of pupils, including those disadvantaged, were checked during the visit. Current attendance for all pupils is 96.2% and for disadvantaged pupils 94.9%. This is a positive response to one of the areas for improvement identified by the Ofsted inspector almost one year ago.

### **What impact has leadership made on Teaching, Learning and Assessment in the autumn term?**

#### **Impact on mathematics:**

The evidence from book scrutinies have often provided the focus for discussions and agreement on actions that will follow. For example the subject leader has re-written the calculation policy. Assessment practice has also been considered. One key development is that staff have attended professional development at the Sele First Teaching School, Hexham. Another outcome is that when topics are being planned opportunities for pupils to further consolidate their mathematical skills are taken. The school continues to be an active member of the Bedlington schools partnership; this term the focus is on improving mathematics.

#### **Impact on writing:**

The reduction of the teaching commitment by the literacy co-ordinator is provising time for more drop in sessions to observe learning and the analysis of pupil's books. The planning of activities across English is more integrated. Access to good quality professional development is leading to improved pupil outcomes. Time in lesson is being used more successfully to link the key skills of literacy including reading, spelling and grammar. Assessment has improved following the decision to consolidate all work into one writing book. This helps teachers to monitor their pupils' progress across the technical skills of writing. As a result of a purge on the use of worksheets pupils have much more time to write independently. They are producing longer pieces of writing more swiftly and more of this of a quality that demonstrates greater depth.

### **How effective are middle leaders in monitoring and evaluating Teaching, Learning and Assessment?**

The headteacher reports that middle leaders are effective in:

- Identifying staff priorities from an audit of skills.
- Disseminating knowledge gained through access to professional development.
- Ensuring the school contributes to the priorities agreed across the Bedlington partnership of schools.
- Helping senior leaders to evaluate progress towards achievement of priorities in the post-inspection action plan.

### **How are leaders monitoring and evaluating the quality of Teaching, Learning and Assessment at any Alternative Provision being accessed by pupils**

There are no pupils accessing alternative provision.

## Key actions for leadership in the remainder of the academic year-

Response to inspection:

- Continue to implement the areas for improvement in the post inspection action plan.

Core skills:

- Ensure that learning across foundations subjects also enhances key literacy and numeracy skills.

Governance:

- Formalise a written protocol for monitoring activities.
- Further develop monitoring practices by accessing support from the local authority and national sources.

## Part 4: Support and Challenge

**Feedback from Headteacher on the impact of this support/challenge:**

None

**Requests for further support:**

None

**Agreed next SIP visit date: 14 June 2018**

**The Summer SIP visit will concentrate on the quality of safeguarding, Personal Development, Behaviour and Welfare, and the effectiveness of Leadership and Management.**

**Please agree associated tasks from the following menu of activities:**

- Review the effectiveness of leadership in developing a culture of safeguarding
  - Joint classroom observation with headteacher and/or senior or middle leaders to evidence judgements on behaviour for learning
  - A scrutiny of pupils' work and discussion with pupils jointly with the headteacher and/or senior or middle leaders to evidence judgements on behaviour for learning
  - A review of attendance
  - A review of the effectiveness of behaviour systems, logs and exclusions
  - A review of actions to prevent and tackle bullying
  - Review the effectiveness of careers advice and guidance
  - Or an alternative activity to meet the precise needs of the school (detailed below)
- Pupil voice: pupils' views of their academic and personal development.**

*Derek Sleightholme*

*Northumberland School Improvement Service*