

## Local Authority Annual Review - Autumn Term 2018

### Ringway Primary School

Headteacher: Hazel Scott  
 Chair of Governors: Kristian Marshall  
 School Improvement Partner: Derek Sleightholme  
 Date of Visit: 20 September 2018

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

**Date of Last Ofsted Inspection: 02 - 03 March 2017**

#### This school has the following strengths:

<ul style="list-style-type: none"> <li>From typical starting points most Early Years pupils made good progress. The percentage reaching the Good Level of Development is predicted to be above the 2018 national average. Disadvantaged pupils' outcomes were similar to all pupils.</li> <li>Progress in the acquisition of letters and sounds continues and the percentage of pupils meeting the Year 1 phonics screening check is predicted to be above the national result. This included all disadvantaged pupils who made good progress.</li> <li>At the end of Year 2 attainment, at the expected standard, in reading and science is predicted to be above the 2018 national averages. Writing and mathematics attainment is expected to be closer to average. The percentage of pupils working at greater depth in all subjects is predicted to be in line with the national results. Girls' outcomes exceeded those of boys in reading and by a greater margin in writing. Pupils made good progress in reading and at least expected progress in writing and mathematics.</li> <li>At the end of Year 6 attainment in reading, at the expected standard, is above the provisional 2018 national average. Writing and mathematics attainment is broadly average.</li> </ul>	<p>This pattern is repeated in all three subjects for pupils working at greater depth. Girls' outcomes exceeded boys, especially at the higher standard in all subjects. The outcomes of disadvantaged pupils, at the expected standard, compared well with those of all pupils. The percentage of pupils achieving the combined reading, writing and mathematics standard has ensured the school is above the provisional 2018 national average.</p> <ul style="list-style-type: none"> <li>Progress measures suggest pupils have made above average progress in reading and possibly mathematics, while progress in writing is not significantly different from the national average.</li> <li>Teaching, learning and assessment will be reported in detail at the time of the Spring Term visit. The 2018 outcomes indicate the quality of teaching over time is good. The impact has been many examples of improving pupil outcomes that are recorded in detail later in this report.</li> <li>Pupils' attitudes to learning, including their behaviour are good. This has contributed to gains made throughout the curriculum in 2017 - 2018.</li> <li>Leadership and Management are good. Leaders, including governors, identified appropriate priorities and have implemented actions that have led to higher pupil achievement.</li> </ul>
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**To improve the school needs to:**

<p>EYFS Area for improvement:</p> <ul style="list-style-type: none"> <li>Continue to give priority to raising achievement in reading and writing.</li> </ul> <p>KS1 Area for improvement:</p> <ul style="list-style-type: none"> <li>Accelerate Key Stage 1 pupils' progress in mathematics.</li> </ul>	<p>KS2 Area for improvement:</p> <ul style="list-style-type: none"> <li>Further improve attainment and progress in writing and mathematics.</li> </ul> <p>In all key stages:</p> <ul style="list-style-type: none"> <li>Continue to diminish differences between boys' and girls' outcomes where apparent.</li> </ul>
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**Has the Headteacher/Governing body ensured that:**

Single Central Register is compliant?	Yes
All staff have read 'Keeping Children Safe in Education part 1, Sept 18	Yes
Website is compliant with the most recent statutory guidance?	Yes
Parent view feedback has been reviewed?	Yes
Ofsted 'requested' documents are in place (see page 20 Ofsted Handbook)?	Yes

Type of school	Primary	Current number on roll	182
% of SEND pupils	12	% of disadvantaged pupils	20

**Part 2: Detailed Analysis and Evaluation of the Outcomes Achieved by Pupils:**

**Early Years**

Reception cohort: 30 pupils: 13 boys, 17 girls, 4 disadvantaged, 5 with special educational needs (SEND), 0 with English as an additional language (EAL).

- Most pupils were admitted to the foundation stage with a typical range of starting points, this is the usual pattern at this school. In 2018, 77% reached a Good Level of Development (GLD). This is expected to be above the national result and similar to the previous year. Three disadvantaged pupils reached the GLD. The strongest outcomes were in communication and language, shape, space and measures. Lower attainment in reading and writing is the main reason why some pupils did not reach the GLD.
- Early literacy: 80% pupils met the reading and writing goals, similar to previous years.
- Early mathematics: 87% pupils met the number goal, similar to previous years. In understanding of shape, space and measures all but one pupil met this learning goal, an improvement on recent years.
- All four disadvantaged pupils met the understanding, speaking and both mathematical goals. The low number of disadvantaged pupils makes comparisons with national data unreliable.
- The small number of SEND pupils makes comparisons from year to year and with national data unreliable. Three SEND pupils achieved a GLD.
- Girls outperformed boys especially in reading, writing and number. Assessments this year show an increase in the difference between boys' and girls' outcomes. This can be partly explained by the fact that four of the SEND pupils were boys.
- The number of pupils exceeding the learning goals was 9 in reading, 6 in writing and 7 in number.
- When set against starting points most pupils, including all those disadvantaged, made good progress and were well prepared for the start of Year 1.

Area for improvement:

- Monitor the gains made by boys and girls in the new reception cohort so that actions can be taken to diminish potential differences by the end of the summer term 2019.
- Continue to give priority to raising achievement in reading and writing. (This has already been identified by leaders in the self evaluation (SEF) and school development plan (SDP)).

## KS1

Year 1 cohort: 28 pupils: 15 boys, 13 girls, 4 disadvantaged, 5 SEND, 0 EAL

Year 2 cohort: 29 pupils: 12 boys, 17 girls, 7 disadvantaged, 2 SEND, 0 EAL

### Year 1

- In Year 1, 86% pupils met the national phonics screening check. This is predicted to be above the 2018 national result. Girls' results were slightly better than boys. All four disadvantaged pupils and three with SEND met the screening check. Three Year 2 pupils were required to do the Year 1 re-check; two have now met the standard.

### Year 2

- **Attainment**, at the expected standard, at the end of Year 2 in reading (90%) and science (90%) is likely to be above the 2018 national results. Attainment in writing (76%) and mathematics (72%) are predicted to be closer to average. The percentage of pupils assessed as working at greater depth in reading (31%), writing (17%) and mathematics (21%) are predicted to be in line with the forthcoming national results. Although these results represent an improvement in reading, they have dipped slightly in mathematics and science. Results at the higher level are also down on the previous year.
- In 2017, boys outperformed girls at both the expected standards and at greater depth. This year differences between girls' and boys' results vary with subject and attainment. For example, at the expected standard girls writing attainment is significantly better than boys. However, a much higher proportion of boys than girls were working at greater depth in writing and mathematics.
- Disadvantaged pupils: five met the expected standard in reading and science, four did in writing and two did in mathematics. None were working at greater depth.
- SEND pupils: both were working towards the expected standards in all four subjects.
- The low number of disadvantaged and SEND pupils makes comparisons from year to year and with national data unreliable.
- **Progress**: The upturn in pupil attainment is reflected in better progress rates. The 3% improvement at the national standard by the end of Year 2 on the number of children who reached the reading learning goal when in reception reflects the good progress made by most pupils in reading. Pupils made at least expected progress in writing. Some pupils, especially those disadvantaged, made limited progress in mathematics. Disadvantaged pupils made expected progress in reading and writing.
- Progress in foundation subjects: leaders' monitoring over time indicates most Key Stage 1 pupils make good progress in topic work. They enjoy history and geography topics and lessons where they acquire creative skills.

### Area for improvement:

- Monitor the gains made by boys and girls in the new Year 3 cohort so that actions can be taken to diminish potential differences by the end of the summer term 2019.
- Accelerate Key Stage 1 pupils' progress in mathematics. (This has already been identified by leaders in the self evaluation (SEF) and school development plan (SDP).

## KS2

Year 6 cohort: 18 pupils: 9 boys, 9 girls, 6 disadvantaged, 1 SEND, 0 EAL

- **Attainment**, at the expected standard, at the end of Year 6 in reading (83%) and grammar, punctuation and spelling (89%) is above average; both represent improvement on the previous year. Attainment in writing (78%), mathematics (78%), science (78%) and combined subjects (RWM 67%) is in line with or slightly above national averages. Although science attainment is slightly down on that reported in 2017, writing attainment is much improved on the previous year. Results are much better at the higher standard in reading (39%) and grammar, punctuation and spelling (44%).
- Girls have outperformed boys in most subjects; this is particularly true for pupils working at greater depth. Although this pattern is mostly unchanged from the previous year the differences between boys' and girls' outcomes have diminished at the expected standard in reading, writing, mathematics and science.

- All disadvantaged pupils' attained the expected standards in reading, writing, science and grammar punctuation and spelling. Four of these pupils attained the higher standards in mathematics and combined subjects. The SEND pupil was working towards the expected standards in all subjects. The low number of disadvantaged and SEND pupils makes comparisons from year to year and with national data unreliable.
- The results ensure **the school is above the 2018 Department for Education (DFE) Floor standard.**
- **Progress:** The Local Authority database is reporting a positive picture of pupil progress in reading (+3.88) and mathematics (+2.52). These progress measures represent strong progress and in reading, depending on confidence interval, progress could be significantly above average. Writing progress (+0.15) is not significantly different from the national average.
- Although most indicators suggest average progress there are examples of stronger gains, for example girls made +5.24 progress in reading, +3.12 progress in writing and +3.97 in mathematics. Disadvantaged pupils made +4.57 in reading and +3.12 progress in writing.
- A weakness is that 15 former middle ability pupils in writing made -4.17 progress in this key skill.
- Progress in foundation subjects: As with Key Stage 1 leaders' monitoring over time indicates most Key Stage 2 pupils make good progress in the humanities. They enjoy science and are particularly skilful in design and technology. The impact is that they have regularly delivered successful enterprise projects.

Area for improvement:

- Further improve attainment and progress in writing and mathematics. (This has already been identified by leaders in the self evaluation (SEF) and school development plan (SDP).

### Which pupil outcomes are the key priorities for improvement in 2018-19?

EYFS Area for improvement:

- Monitor the gains made by boys and girls in the new reception cohort so that actions can be taken to diminish potential differences by the end of the summer term 2019.
- Continue to give priority to raising achievement in reading and writing.

KS1 Area for improvement:

- Monitor the gains made by boys and girls in the new Year 3 cohort so that actions can be taken to diminish potential differences by the end of the summer term 2019.
- Accelerate Key Stage 1 pupils' progress in mathematics.

KS2 Area for improvement:

- Further improve attainment and progress in writing and mathematics.

### SIP's overall judgement for outcomes

The SIP and headteacher agreed the evidence compiled during this SIP visit is consistent with the following Ofsted grade descriptors for **good** pupil outcomes:

- *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 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.*
- *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.
- Where attainment overall is low, it shows consistent improvement.
- Pupils are well prepared for the next stage of their education.

### Part 3: Leadership

**Does the leadership's approach to monitoring and evaluating pupil progress and attainment (including groups of pupils) enable them to succinctly present and articulate the outcomes achieved by pupils in all year groups?**

- The Early Years staff assess each individual pupils' progress towards the learning goals at the end of each term. They use this information when taking decisions about the deployment of pupils into groups for delivery of the Read, write inc. intervention programme.
- For each Key Stage 1 and 2 year group leaders track pupils' attainment and progress at the end of each term in reading, writing, mathematics and science. They use the information gained to make adjustments to the curriculum, to maximise the use of teaching assistants and to respond promptly if individual pupils are at risk of making less than expected progress.
- The self evaluation (SEF) is updated in line with the monitoring calendar and shared with governors.
- Teacher performance management targets reflect the priorities identified through self evaluation and the school development plan.

**Do reports presented to governors ensure that they are well informed about the progress and attainment of pupils (including groups of pupils) in each key stage, in a range of subjects, compared to national averages?**

- Governors, who serve on the Strategic Committee, discuss the regular pupil tracking information provided by leaders. They will be provided with a full briefing of the 2018 data and how it compares with national results as these are released.

**Does the school's self-evaluation include the 2018 outcomes and reflect an accurate self-assessment?**

- The SEF has been updated with the school 2018 data; this will be repeated as the national data is released.

**Does the school's development plan include precise, measurable targets which reflect priorities identified from the school's analysis of 2018 pupil outcomes?**

- Targets have been set for pupil outcomes for 2018-19. These are personalised to the cohort of pupils and show appropriate ambition.
- There were no exclusions in the academic year 2017 - 2018.

The following targets have been agreed for summer 2019:

- Early Years: GLD 64%
- Year 1  
Reading 77%, writing 77%, mathematics 80%
- Year 2  
Reading 70%, writing 70%, mathematics 67%
- Year 3  
Reading 87%, writing 77%, mathematics 70%
- Year 4  
Reading 81%, writing 71%, mathematics 81%
- Year 5  
Reading 71%, writing 63%, mathematics 83%

- Year 6  
Reading 67%, writing 67%, mathematics 71%

#### Part 4: Feedback

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

The recently appointed deputy headteacher, who attended this SIP meeting, contributed well to the discussions. She found it helpful in supporting her new responsibilities as a senior leader. The headteacher felt the timing of the meeting, early in the Autumn Term, useful as the school prepares to be re-inspected at some stage later this academic year.

##### Requests for further school support:

None

Agreed next SIP visit date: 28 February 2019

The Spring SIP visit will concentrate on the quality of teaching, learning and assessment and the effectiveness of leadership and management.

Please agree activities from the following:

- Joint classroom observation with headteacher and/or senior or middle leaders to ensure consistency in assessment of strengths and weaknesses of teaching.
- A review of the effectiveness of school's approach to monitoring the quality of teaching and learning.
- A scrutiny of pupils' work and discussion with pupils jointly with the headteacher and/or senior or middle leaders.
- A review of the school's process for performance management of teaching and/or support staff.
- A review of the effectiveness of the school's approach to assessment and leaders' success in ensuring accuracy of assessment.
- A review of the quality of teaching in a particular subject or phase or for a particular pupil group, including a review of assessment information, pupils' work and a brief learning walk.

Or an alternative activity to meet the precise needs of the school (detailed below)

*Derek Sleightholme  
Northumberland School Improvement Service*