

Local Authority Autumn School Improvement Partner Annual Review

Ringway Primary School

Headteacher: Lisa Robson

Chair of Governors: Kristian Marshall

School Improvement Partner: Derek Sleightholme

Date of meeting: 7th October 2020

Part 1	Most recent Ofsted Inspection Judgement (May 2019)	Current School Self Evaluation	Emerging LA Evaluation
Overall effectiveness	Good	Good	Good
Quality of Education	Good	Good	Good
Behaviour and Attitudes	Good	Good	Good
Personal Development	Good	Good	Good
Leadership and Management	Good	Good	Good
Early Years	Good	Good	Good

Contextual Information

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

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Summary of the school's strengths that impacted on the quality of education 2019-2020

a) To March 2020:

The 2019 Annual Review had confirmed

- The percentage of 2019 reception pupils attaining the Good Level of Development (GLD) was slightly above average. Attainment in Year 1 phonics was broadly average. At the end of Year 2, the percentage of pupils attaining the expected standard in reading, writing and mathematics was above average. By the end of Year 6, pupils had made strong progress in reading and their attainment was above average. Historic gender differences had been reduced. Some disadvantaged pupils had made the fastest gains because access to interventions during their Key Stage 2 years had often been personalised to their needs.
- Pupils benefit from a varied and challenging curriculum that supports their early academic and personal needs.
- Ofsted inspectors observed these pupils during the summer term 2019. They confirmed the curriculum and effective teaching was supporting pupils well and they were making good progress.
- Pupils behave well. Attendance was average; it had improved since the previous 2017 inspection.
- Pupils' personal development is good. They take responsibility, make decisions, think deeply about moral and social issues and learn about democracy and respect. Taken together the wider curriculum ensures pupils are well prepared for the next stage and life ahead.
- Safeguarding is effective.
- Leaders had successfully tackled previous weaknesses resulting in provision being rated by Ofsted as a 'good' school. Since the inspection leaders have revised the self-evaluation (SEF) and school development plan (SDP). They were developing subjects so that all make a strong contribution to the overall quality of education. Governors conduct regular focussed visits. They use them to strengthen their challenge and support role.

Although a Spring Term SIP meeting had been scheduled for 23 March 2020, it did not take place due to the national closure of schools.

b) From March 2020:

- Children of key workers and vulnerable pupils were supported when the school was closed for other pupils.
- A home learning programme was successfully implemented. Staff operated a rota system.
- Premises were modified so that bubble organisation could be established. Governors established a COVID Working Group.
- EYFS, Year 1 and Year 6 pupils were readmitted into school from 1st June. Only a few pupils took up the offer initially but this improved once parents were convinced the premises were COVID-19 safe.
- Support for pupils, including home learning, was provided through personal contact with parents.

c) From September 2020:

- Provision meets COVID safe requirements. This has ensured all pupils have returned to school.
- Leaders Recovery Plan is being implemented.

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- The month of September has been focussed on ensuring pupils settle back into school and the rigour of academic and personal routines they usually enjoy.
- Baseline assessment is scheduled for early October. This will be used to identify gaps in learning and deployment to interventions.
- Priority is being given to catching up basic skills so that pupils quickly achieve at least the standards expected for their age.
- Home learning materials have been prepared for those pupils would have to temporarily self-isolate.

Immediate priorities for the whole school 20/21 (including comment on the Ofsted enquiry areas listed below)

- The barriers the school is still facing in managing the return to full education for pupils
- How leaders are ensuring pupils resume learning of the school's curriculum including plans for use of catch-up funding
- How pupils are settling back into expected routines and behaviours
- How any specific health and well-being needs are being met
- Safeguarding

- Staff isolation: two members of staff were shielding.
- Family isolation as a result of Covid testing / delay in provision of results.
- Remote learning: although this keeps pupils in touch with learning it does not replace the rigour of classroom teaching and pupils' first-hand experiences.
- Parents of FSM pupils continue to access a weekly supply of provisions to be used for packed lunches
- Leaders are restarting actions that reflect the Ofsted issues for improvement (May 2019) relating to aspects of leadership, teaching and assessment

School commentary on the take-up of the school's offer for Key Worker and Vulnerable pupils (including SEND pupils) prior to June 1st/15th

- Initially admission numbers were low (less than 10 each day). This gradually increased but was never above 15.
- A staff rota system operated with two members of staff always in school.
- Although pupils completed many aspects of the home learning programme they practised reading regularly and took part in some outdoor activities. Provision was described by the headteacher as often being similar to a child-care service.
- Staff agreed the take up by pupils of mixed ages, their varying needs and patchy attendance (sometimes pupils attended for only a few hours) created challenges when provision was being planned and delivered.

School commentary on the take-up of the school's offer for Key Worker, Vulnerable (including SEND pupils) and pupils in priority year groups from June 1st/15th

- From 1st June pupils in reception, Year 1 and Year 6 were re-admitted to school. All staff returned on this day.
- Initial numbers were low because many parents were reluctant to send their children back. However, by the following week, information about the Covid-safe systems the school put in place had circulated. These included pupils being taught in five bubbles in different rooms, the two-metre distance guidance being

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observed and two classes being used for key worker pupils. Parents were re-assured by these arrangements with the result that more of their children attended more regularly.

- Packed lunch style school meals were provided.

School commentary on the take-up of the school's home learning package/programme/opportunities for pupils and details how it can be restarted if required

- At the point of school closure staff had issued a starter pack of home learning materials. This was quickly replaced by a technology-based home learning programme.
- Home learning tasks were uploaded to the on-line platform each Monday and included spellings, mathematics, reading and writing activities.
- Parents were asked to ensure at least one of the completed tasks was uploaded into their child / children's personal 'space'. This was linked to the 'Dojo' rewards programme.
- Response was good as almost all families took part.
- The programme worked well because families were encouraged to share IT facilities. Parents took this suggestion on board readily.
- Work completed by pupils was inputted electronically thus avoiding the need for home printers.
- The headteacher and governors who joined this SIP virtual meeting confirmed they had received very positive feedback on the programme offered.

Has the Headteacher/Governing body ensured that:

Single Central Register is compliant (including barred list checks column)?	Yes
All Governors have read 'Keeping Children Safe in Education' (September 2020)	Yes
All staff (including volunteers) have read at least Part 1 of ' Keeping Children Safe in Education ' (September 2020)	Yes
Website is compliant with the most recent statutory guidance?	Yes
Parent view feedback has been reviewed	Yes
Ofsted 'requested' documents are in place? (for visits from January 2021)	Yes

Part 2: Analysis and evaluation of the impact of the curriculum on the Quality of Education:

Early Years analysis and evaluation of the impact of the curriculum on the Quality of Education

September 2019 - March 2020	March 2020 - July 2020
<p>During this period actions included</p> <ul style="list-style-type: none"> • A review of the Early Years curriculum to ensure it provides increased opportunities for independent learning. • Ensuring that learning activities appeal to disadvantaged pupils so that more make accelerated progress and exceed the learning goals. • Strengthening reading provision in the Early Years through partnership with nursery staff. • Raising the profile of letters and sounds. • Developing effective transition with Year 1 staff. 	<p>During this period actions included</p> <ul style="list-style-type: none"> • Maintaining daily phonics through home activities. • Uploading learning activities using Tapestry software • Signposting parents to additional video materials • Ensuring those pupils who did return on 1st June were re-introduced to daily routines. (Approximately 50% of the reception class returned)
<p>School tracking of number/percentage of pupils previously expected to achieve a GLD at the end of the year</p> <ul style="list-style-type: none"> • 79% all pupils were predicted to reach the GLD • Group analysis: 79% girls / 80% boys / 2 out of 6 SEND / 0 out of 3 Pupil Premium. • 33% pupils predicted to be exceeding in reading and writing • 38% pupils predicted to be exceeding in number and 46% in shape, space and measures. • All pupils predicted to attain the physical and technology learning goals. • Pupils predicted not to reach the GLD traced to lower attainment in reading and writing. 	<p>School estimation and comment on the actual number/percentage of pupils ready to begin the KS1 curriculum with a GLD</p> <ul style="list-style-type: none"> • Predictions made were broadly accurate. • Most of these pupils have settled well back into school. • The Year 1 teacher has a list of those pupils who were predicted not to reach the GLD. Following baseline assessments (week commencing 5th October) the teacher will further develop a focussed catch-up programme. Pupils with specific needs will access intervention programmes. • Pupils continue to access aspects of EYFS continuous provision.
<p>School commentary on any additional key priorities specifically for early years 2020/21:</p> <ul style="list-style-type: none"> • Consolidating routines that have lapsed as a result of limited attendance during the nursery year. • Once the analysis of baseline assessment is completed priorities for learning and target groups for interventions will be identified. 	

- Addressing gaps in pupils' knowledge and skills across the learning goals.

KS1 analysis and evaluation of the impact of the curriculum on the Quality of Education

September 2019 - March 2020	March 2020 - July 2020
<p>During this period actions included</p> <ul style="list-style-type: none"> ● Ensuring a profile was given to phonics with flexibility when deploying pupils to groups. ● Using interventions used to boost reading skills, writing and number skills. ● Implementing the development plan priorities for improving spelling, handwriting and presentation. ● Ensuring vocabulary, specific to subjects, has a higher profile in classrooms. ● Ensure the curriculum is fine tuned to ensure pupils have improved opportunities to work at greater depth. ● Developing effective transition with reception staff. 	<p>During this period actions included</p> <ul style="list-style-type: none"> ● Provision of home learning activities appropriate to the age and stage of development of Key Stage 1 pupils. ● Encouraging parents to help their children practise handwriting. ● Spelling practice through on-line games. ● Times tables practice through on-line materials
<p>School tracking of the number/percentage of pupils previously expected to achieve the pass mark in the phonic screening check</p> <ul style="list-style-type: none"> ● 79% all pupils were predicted to meet the national Year 1 check ● Group analysis: 86% girls / 71% boys/ 3 out of 5 Pupil Premium / 2 out of 4 SEND. 	<p>School estimation of the actual number/percentage of pupils working at the expected standard in phonics at the beginning of Year 2</p> <ul style="list-style-type: none"> ● Year 2 pupils will undertake the Year 1 phonics screening check during the second half of the autumn term.
<p>School tracking of number/percentage of pupils previously expected to be working at the expected standard/greater depth at the end of Year 2</p> <p>Reading</p> <ul style="list-style-type: none"> ● All pupils: 74% at expected standard / 29% at greater depth ● PP: 71% at expected standard / 29% at greater depth ● SEND: 33% at expected standard / 0% at greater depth <p>Writing</p> <ul style="list-style-type: none"> ● All pupils: 74% at expected standard / 26% at greater depth ● PP: 71% at expected standard / 29% at greater depth 	<p>School estimation and comment on the actual number/percentage of pupils ready to begin the KS2 curriculum</p> <ul style="list-style-type: none"> ● Baseline assessment (week commencing 5th October) will be used to confirm how many pupils are currently working below / at / above their age-related standards in core subjects.

<ul style="list-style-type: none"> SEND: 33% at expected standard / 0% at greater depth <p>Mathematics</p> <ul style="list-style-type: none"> All pupils: 81% at expected standard / 19% at greater depth PP: 57% at expected standard / 29% at greater depth SEND: 67% at expected standard / 0% at greater depth 	
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<p>School commentary on any additional key priorities specifically for KS1 2020/21:</p> <p>New teachers are employed in this key stage. Following baseline assessments (week commencing 5th October) priorities for Key Stage 1 will be identified.</p> <ul style="list-style-type: none"> Re-engaging pupils with the 2019 / 2020 whole school priorities for spelling, handwriting and presentation. Focussing on accelerating the progress of some Year 2 boys who have experienced learning difficulties during Year 1. Developing Year 1 practice: the newly qualified teacher has settled well and has formed good relationships with pupils and their parents.
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KS2 analysis and evaluation of the impact of the curriculum on the Quality of Education

September 2019 - March 2020	March 2020 - July 2020
<p>During this period actions included</p> <ul style="list-style-type: none"> Implementing the development plan priorities for improving spelling, handwriting and presentation. Ensuring vocabulary, specific to subjects, has a higher profile in classrooms. Ensure the curriculum is fine tuned to ensure pupils have improved opportunities to work at greater depth. Timetabling guided reading: providing improved resources including sets of novels. Completing a review of library resources. Delivering daily story time through a novel based approach. Organising a book fayre and establishing an after-school book club. 	<p>During this period actions included</p> <ul style="list-style-type: none"> Provision of home learning activities appropriate to the age and stage of development of Key Stage 2 pupils. Providing support for transition to the next stage. This was all undertaken using virtual facilities Some limited leaving type activities. These were restricted due to social distancing. A leavers' picnic on the school field.
<p>School tracking of number/percentage of pupils previously expected to be working at the expected standard/greater depth at the end of Year 6</p>	<p>School estimation and comment on the actual number/percentage of pupils ready to begin the KS3 curriculum/ready to move to Year 5 in First Schools</p>

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Reading

- All pupils: 87% at expected standard / 35% at greater depth
- PP: 78% at expected standard / 11% at greater depth
- SEND: 100% at expected standard / 0% at greater depth

Writing

- All pupils: 78% at expected standard / 26% at greater depth
- PP: 67% at expected standard / 11% at greater depth
- SEND: 0% at expected standard / 0% at greater depth

Mathematics

- All pupils: 87% at expected standard / 9% at greater depth
- PP: 78% at expected standard / 0% at greater depth
- SEND: 100% at expected standard / 0% at greater depth

RWM

- All pupils: 78% at expected standard / 9% at greater depth
- PP: 66% at expected standard / 0% at greater depth
- SEND: 0% at expected standard / 0% at greater depth 1 pupil

Progress scores not applicable

- The percentage of 2019 Year 6 pupils ready to begin the Key Stage 3 curriculum was expected to be at least in line with the most recent national data (2019) in reading and writing. Fewer pupils were working at greater depth in mathematics.

School commentary on any additional key priorities specifically for KS2 2020/21:

Following baseline assessments (week commencing 5th October) priorities for Key Stage 2 will be identified.

- Re-establishing work routines, pupil stamina and confidence throughout the curriculum. This is particularly important because it was only vulnerable pupils and those of Key Workers who had access to school during the summer term.
- Re-engaging pupils with the 2019 / 2020 whole school priorities for spelling, handwriting and presentation.
- Accelerating progress in the basic skills of reading comprehension and mathematics (especially at greater depth).

Part 3: Leadership

How do school leaders monitor the impact of the curriculum on the quality of education? Can all leaders articulate how monitoring leads to further development?

School commentary and evidence of the quality of monitoring September 2019 to March 2020

During this period leaders had

- regularly monitored lessons, conducted learning walks, sampled pupils' books, listened to pupils read and analysed tracking data. They had used this evidence to inform the writing of the SEF and adjust the curriculum actions specified in the development plan.
- Raised the profile of middle (subject) leaders by providing them with opportunities to practise the skills they have acquired through access to professional development.
- Held pupil progress meetings with teachers each half term. The discussions had informed the deployment of pupils to interventions.

School commentary on the strategies developed to monitor the impact of the learning provided in school and the support provided for home learning

During this period leaders had

- Asked parents to upload one piece of work completed from the home learning tasks.
- Made a personal telephone call every two weeks to parents to check on their children's welfare and progress with learning at home. (Weekly calls made to those with vulnerable pupils).
- Worked in partnership with the EWO where they had concerns.
- Issued a questionnaire to gather feedback from parents on the provision made. (Parents responded well).

Do reports to Governors ensure they are well informed about the quality of education in each year group, key stage and in a range of subjects?

During the Autumn Term governors received:

- A report by the headteacher.
- Copies of the self-evaluation (SEF) and development plan.
- Updates on the budget profile
- Pupil performance data

At the autumn governors' meeting they were updated on school activities including information gained from focus visits.

Since March:

The headteacher assumed responsibility for the school at the start of the summer term. She has worked closely with governors who decided to form a Covid Working Group. This has

- Regularly monitored how the national guidance to ensure COVID safe procedures was being implemented.

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- Agreed modifications to the premises to ensure the safety of pupils and staff as they move through the school.
- Checked the daily guidance issued by the LA and that from national sources.
- Helped with the regular support and communication provided to parents.
- Used technology to hold virtual meetings.

Governors used 'Zoom' to shortlist, interview and appoint three teachers. The Chair of Governors was present on 1st June to welcome reception, Year 1 and Year 6 pupils and their parents back to school.

(At this stage in the virtual SIP meeting the two governors wished to record their appreciation of the work of the headteacher and staff throughout this challenging period of school provision).

Does the school self-evaluation include the impact of the curriculum on the quality of education and reflect an accurate self-assessment? Are the priorities for curriculum development identified?

- The headteacher will produce a new SEF following a half term review of provision and the outcome of the baseline data analysis.

How has the school's development plan been adapted to reflect the impact of COVID-19 and has the school set precise, measurable and timescale driven targets?

- The 2019 / 20 development plan, including Ofsted priorities, continues to be relevant. Leaders have in addition written a Recovery Plan that is currently being implemented.

How have leaders ensured reasonable endeavours have been made for pupils with EHCPs since March 2020?

The school is currently making provision for three pupils with an EHCP. Two have only recently reached this stage:

- Pupil 1 - admitted to Reception in March and has since transferred to special provision.
- Pupil 2 - admitted to the Year 1 class in March and has benefitted from EHCP provision for part of the summer term after EHCP being finalised in June 2020. Now being taught in Year 2. Has access to one to one support for behaviour and social / well being issues. Key target is to build friendships and is linked to the Year 2 bubble.
- Pupil 3 – admitted to the school in nursery and is now in reception. EHCP finalised during October 20. Accesses one to one support.
- Pupil 4 - admitted to the school in nursery and is now in Reception. EHCP finalised during October 20. Access to one to one support.
- Although reviews for Pupils 2,3 and 4 are not yet required telephone conversations with parents are regularly organised. A socially distanced transition meeting was held when one pupil was linked to a new teacher.

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- The SENCO confirmed a small number of other pupils are at an early stage of close monitoring.

How are leaders monitoring and managing staff workload? This should also include how the well-being of staff is managed and supported

- Leaders introduced a rota system during the closure period.
- Two staff were shielding.
- All staff took work laptops home and all have a work iPad.
- When staff returned in June they were positive about re-establishing daily routines.
- 2 NQTs appointed: the headteacher has signed up to SLA for support and the early careers framework programme.
- Technology support continues to be provided (this includes remote support for those working at home).
- SOME CPD was undertaken at home.
- Subject development work on progression grids undertaken during working at home
- School marking policy reviewed to reduce load.
- Parent contact times formalised so ensure staff were not asked to respond beyond the cut off times.
- Risk assessments moved to One-Drive and a link provided to all staff to view.
- Staff use a What's App group; this aids communication.

Additional information provided by the school demonstrating the demands on leadership and management e.g health and safety adaptations, recruitment, premises and financial matters

Premises changes (these have become long term improvements):

- New external doors for the Year 3 and Year 4 classrooms
- Porches converted into meeting rooms and a teacher PPA facility
- Porch facility switched to classrooms to support bubble procedures
- One-way system around the school (new walkway)
- Hand sanitiser stations

Staff changes: (also long-term improvements)

- New headteacher
- Appointment of 2 NQTs and a PPA cover teacher.
- Released SENCO from classroom teaching to lead the catch-up programme and take responsibility for looked after children.
- Deputy headteacher post replaced by two TLRs
- Pastoral team established to support pupils, their parents and the return to school; led by a TLR and experienced teaching assistant.

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Additional:

- Friendship groups promoted
- Signposting to key contacts for support
- Bedlington Partnership is a welcome support network
- Governors have a programme of staff support. They will undertake a monitoring visit to focus on children's well-being.

A summary of any positive changes to the management and organisation of the school developed in response to COVID and to be retained indefinitely

- Premises improvements as noted above
- Staffing changes as outlined above.

Part 4: Feedback

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

Thank you for our virtual meeting, I have found this very beneficial particularly with governors being involved too. It has certainly supported me and reassured me school continues to be good in these unprecedented times.

Requests for further school support:

- NQT SLA already purchased
- Support for middle leaders

Agreed date of next SIP visit: TBA

The Spring SIP visit will concentrate on the intent and implementation of the Quality of Education, and the effectiveness of Leadership and Management.

Please agree activities from the following which focus on intent, implementation and leadership:

- Review of the impact of the Recovery Plan.
- Securing evidence of pupils' academic progress and personal development since September 2020.
- A review of the impact of teaching on addressing gaps in pupils' learning.

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- Subject focus: mathematics

Derek Sleightholme (Northumberland School Improvement Service)

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