

CfBT Inspection Services T 0300 1231231  
Suite 22 [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
West Lancs Investment Centre [www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
Maple View  
Skelmersdale  
WN8 9TG

**Direct T** 01695 566 937  
**Direct F** 01695 729320  
[jsimmons@cfbt.com](mailto:jsimmons@cfbt.com)  
[www.cfbt-inspections.com](http://www.cfbt-inspections.com)



18 July 2011

Miss N Forkan  
Headteacher  
Ringway Primary School  
Rossett Avenue  
Cornishway  
Wythenshawe  
Manchester  
Lancashire  
M22 0WW

Dear Miss Forkan,

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Ringway Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 15 July 2011, for the time you gave to our telephone discussions and for the information which you provided before and during the inspection. Please give my thanks also to the members of staff and pupils who met with me and to the Chair of the Governing Body for attending the final feedback.

As a result of the inspection on 18 January 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all of the evidence, I am of the opinion that, at this time, the school has made good progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Good-quality data held by the school suggest that, in 2010, the pupils made at least satisfactory progress, although the levels of attainment they reached were lower than in 2009 because their starting points were lower also. The early, unvalidated results of tests in 2011 indicate that the proportion of pupils reaching the expected Level 4 in English is broadly average and a little above average in mathematics. The pupils' good behaviour and good relationships with the teachers ensured that the pupils made at least satisfactory progress in the lessons seen during the inspection.

At the last full inspection attendance was judged to be low and graded 4. The school has made outstanding progress in improving attendance. That is the result of a well-conceived approach to promoting good attendance generally and more-targeted actions to tackle persistent absence. The impact of the work is reflected in the pupils' positive attitudes towards and good understanding of the importance of attendance. At the time of the inspection attendance had improved for the third year in succession and was broadly average overall; the level of persistent absence had reduced, also for the third year in

January 2011



INVESTOR IN PEOPLE

succession and by very significant levels each year, so that it is currently less than half of one percent and, as such, much better than average.

Part of the success in improving attendance is the result of curriculum developments that have provided the pupils with more-engaging, interesting and motivating learning activities. Reading and writing skills are emphasised well in several areas of the curriculum, although these tend to be the subjects that more obviously allow for such opportunities. The systems for tracking pupils' progress are much more sophisticated than at the time of the last inspection and the teachers use basic practices consistently for assessing pupils. In the lessons seen during this inspection the teachers' questioning of the pupils during whole-class sessions was often unfocused, however, and the approaches taken did not seek to challenge or extend the pupils' answers. In those sessions the pupils were able to decide for themselves whether or not to answer the teachers' questions and many chose not to do so. The teachers mark the pupils' written work frequently and conscientiously. The quality of the marking varied, however, and did not always provide the pupils with a clear sense of what specifically they had done well or how to improve. The extent varied to which the pupils were able to tell the inspector how well they were doing in different subjects and what their targets for improvement were; some were able to do so precisely, while others were rather vague.

Senior leaders evaluate the work of the school accurately and their views are communicated to the staff clearly, along with those of the governing body. The governing body's engagement in checking the school's progress has increased and its questioning of the school's leaders and managers is thought provoking and provides challenge. The school sets suitably challenging targets for itself and benchmarks its performance by using good-quality data. The school has used external support effectively, both to help it evaluate its work and progress accurately and to develop the staff's skills in assessment. Difficult work has been completed to establish a stable staffing base that enables improvements to be made and staff morale is good. Middle leaders have a clear understanding of their roles and responsibilities and implement the school's policies and improvement plans carefully. As a result, the pace of improvement at the school has increased in the current academic year. The trend of improvement in attendance is very striking and secure and is emerging for pupils' progress and attainment.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Mr Clive Moss  
Her Majesty's Inspector

## **Annex**

### **The areas for improvement identified during the inspection which took place on 18 January 2010**

- Improve achievement and progress by:
  - improving the use of assessment by teachers so that more-able pupils are consistently challenged
  - adapting the curriculum so that pupils have more opportunities to develop and apply their reading and writing skills in a wide range of subjects.
  
- Further improve attendance so that it reaches at least average levels by rigorously tracking and supporting the most persistent absentees and their families.