

Ringwood Junior School

Inspection report

Unique Reference Number	115943
Local Authority	Hampshire
Inspection number	357850
Inspection dates	9–10 March 2011
Reporting inspector	Julie Ritchie

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	370
Appropriate authority	The governing body
Chair	Carol Hazell
Headteacher	Sally-Ann Evans
Date of previous school inspection	5 November 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 13 teachers. They also attended two assemblies and observed break, lunchtime and enrichment activities and held meetings with governors, staff and pupils. They observed the school's work and looked at plans and policies, records of assessment and the tracking of pupils' progress, looking at groups of pupils. In addition, questionnaires completed by 93 parents and carers, 96 pupils and 29 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of strategies to improve achievement in mathematics, particularly for high-attaining girls.
- How well the school picks up on and rectifies underachievement.
- How successfully middle managers help to drive the school.
- The impact of the school's promotion of community cohesion.

Information about the school

Ringwood Junior School is a larger than average junior school. The large majority of the pupils are of White British heritage, with a well-below-average proportion of pupils from other backgrounds. The proportion of pupils with special educational needs and/or disabilities is increasing but remains below the national average. The proportion of pupils known to be eligible for free school meals is below average. The school has won several national awards, including the Enhanced Healthy Schools, ICT (information and communication technology) mark and Eco Schools.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Ringwood Junior School is an outstanding school. From the moment you arrive in the grounds, you are met with a warm welcome. It has a caring community ethos underpinned by values which sit at its heart and permeate every aspect of its work. Through the excellent leadership of the headteacher, strongly supported by the senior leadership team and the highly effective governing body, the school has created a happy, challenging learning environment where children feel safe and supported and are eager to start the school day. In a reflective journal, one pupil, summing up the views of the overwhelming majority, wrote: 'I think I have grown in confidence because I can now put up my hand without being worried or feeling embarrassed if I get the question wrong.'

The strong vision for improvement supported by an effective team where middle managers play a pivotal role in self-evaluation and development has a positive impact on the progress of all pupils. Pleasure in learning is evident throughout the school, from the assemblies where the ethos is strongly reinforced and on throughout the day. The attainment of pupils at the end of Year 6 is high and this, alongside their good progress, results in their outstanding achievement.

Staff are eager to support the school and comment they are proud of Ringwood Junior and fully support the clear direction set by the leadership team. Teaching is rarely less than good and there are many examples of teachers working together very effectively. Assessment is highly effective in supporting the good progress of individuals as well as groups of pupils, including those with special educational needs and/or disabilities. The impact of this is ongoing. Particularly successful examples of improvement to date are in girls' attainment in mathematics and boys' writing. Consolidating this is central to the school's view of further development in increasing the rate of pupils' progress. The monitoring of teaching and learning is being used as a highly effective strategy in making improvements.

Pupils' behaviour in and around the school is excellent, with pupils being polite and considerate to adults as well as each other. Pupils show a high level of independence, with the school council and eco warriors council making well thought out bids to improve their environment. It is no wonder that the school holds the prestigious award for pupils who clearly know they can make a difference.

The school provides an outstanding breadth of curricular opportunities, which adds to the enjoyment of pupils. They take advantage of the activities on offer, to enhance their musical and sporting skills. Strong links with other agencies add support to these areas, creating sporting and learning links. Local links are strong, and national and international links are increasing.

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The school undertakes rigorous self-evaluation and the plans for school improvement emanating from this are implemented very effectively by leaders. The school has responded comprehensively to the issues raised in the last inspection and the strategies put in place are monitored very well. The very effective contribution of all concerned, coupled with the excellent systems and procedures, means that the school has outstanding capacity to sustain further improvement.

What does the school need to do to improve further?

- Improve the rate of progress for all pupils by consolidating the success evident in writing and mathematics and building on the outstanding teaching already in the school.

Outcomes for individuals and groups of pupils

1

The pupils have consistently reached the challenging targets set by the school over the last three years. Outstanding achievement has been made possible because teachers assess pupils' work very effectively. Pupils are also fully involved in evaluating their own performance and that of their classmates and this is making a considerable difference to their understanding of how they can improve. The pupils' excellent learning is evident in lessons. Pupils of all abilities enjoy their lessons and respond with great enthusiasm to their teachers. In one Year 6 literacy lesson, there was a buzz of excitement as children took part in a multi-sensory introduction to their lesson before writing their findings.

Pupils play a full role in the life of the school and enjoy taking on the responsibilities offered. For example, they take responsibility for the reception desk at lunch time, taking calls and greeting people and school councillors introduced Health and Safety Busters who survey the school and its grounds in order to make suggestions to improve their environment. School councillors have also undertaken learning walks in their own and other local schools to assess the impact of improvements to the learning environment. They are knowledgeable about their school and proud of the school's achievements. The eco warriors played a central role in the purchase of compost bins and water butts. Pupils also monitor their use and ensure pupils abide by the strong recycling/reuse rules in the school. Pupils feel their voice is listened to and that they make a difference.

Pupils are quick to say they feel safe and talk appreciatively about how they are encouraged to keep fit and eat healthily ♦ they have an excellent understanding of both aspects. Pupils show a good understanding of, and consideration for, diversity, benefitting from developing links with a school in Kenya who have adopted Ringwood's school values as their own. Clubs at lunch and after school add to further enrichment. Pupils show a mature understanding of other people's needs and work very effectively in groups and as part of a team. Together, well above average basic skills, good attendance and outstanding achievement prepare them well for the future learning and life in general. They are being helped to grow up as caring, sensible young people.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The school has a curriculum that focuses on learning through enjoyment and offers meaningful and relevant activities. Each year group learns a different musical instrument each year and the pupils enjoy the creative element of the curriculum. Planning takes account of different ability levels and tasks are set to match the needs of individuals. This results in provision of high quality, with all teachers in each year group ensuring there is consistent coverage in parallel classes. Examples of extension activities were seen in all lessons. Pupils with special education needs and/or disabilities have their needs assessed carefully and individual education plans ensure their needs are met effectively. Potentially high-attaining pupils are well provided for and, as a result, reach well above expected levels.

Care for pupils is outstanding. The school is especially good at maintaining excellent pastoral and physical care. Pupils are welcomed at the school gate each morning by the headteacher and then into the body of the school by the staff, all of whom offer an enthusiastic warm welcome. This is typical of the excellent care provide for all pupils throughout their time in school. Transition from the infant school is being developed further as the school takes on board parents' comments. One parent felt that the transition from the infant school was 'fantastic'. The transition to the secondary school is long established and valued by the pupils and their parents.

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Virtually all of the teaching observed was at least good, with excellent practice also seen in lessons. Teachers share clear learning objectives with pupils so they understands the focus of the lesson. They use a wide range of resources well, including interactive white boards to support learning and add excitement. All teachers are encouraging pupils to be evaluative learners who are able to highlight their strengths and areas in which they could improve through self-assessment. Excellent use of assessment was observed in all lessons. Teachers use a wide range of teaching and learning strategies including active learning, laptops for research and practical activities to make learning fun and promote understanding for all. For example, in a very successful Year 6 mathematics lesson pupils were seen enjoying rapid mental starters, whilst in geography they were making insightful comparisons of pupils attending school in India as opposed to Ringwood. Teaching assistants make a strong contribution to pupils' pastoral and academic development. They work extremely well with pupils with special educational needs and/or disabilities. One parent echoing the positive views of the vast majority noted 'the teaching assistants and reception staff approach my son's needs individually and work to his strengths'. Pupils' behaviour was excellent in and out of lessons as pupils were exceptionally well motivated when allowed independent learning opportunities.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The inspirational headteacher has a clear vision which is embedded in the school. She successfully encourages effective teamwork across the school and is particularly well supported by the senior leaders and the governors. Together they are innovative and forward thinking and sustain an excellent drive for improvement. The provision, which has been carefully planned, reflects their determination to give the pupils the very best educational opportunities. The school's self-evaluation is carried out by senior staff, middle managers and governors with rigorous questioning and challenge on all levels. This in turn produces an excellent strategic school plan that focuses on sustained improvement.

The checking of the performance of different groups of pupils and the way in which innovations are measured in terms of them and their progress is exceptional. The governing body in particular is rigorous in ensuring the school provides excellent value for money. They challenge and support the school in equal measure and are committed to improvement.

Safeguarding and child protection procedures are all fully in place and are highly effective. Staff understand the requirements of the school's procedures. Consequently, all pupils are treated equally, kept safe and free from discrimination. The school promotes community

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cohesion effectively, as seen in the pupils' understanding of diversity and the needs of others, and it has a comprehensive action plan designed to develop this area further.

There are very effective links with other schools which promote extension activities for those considered gifted and talented, for example in sport and science. Close cooperation between staff in local schools with regard to training and moderation is having beneficial effects on teaching and learning. Although a few parents think the school could take more notice of their suggestions, links with parents and carers are good, with new technology being used well to develop communication. The outstanding management of assessment means that staff have detailed information about pupils' progress that is shared with parents and carers.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

The return rate of the Ofsted questionnaire was slightly below average. Analysis indicates that almost all parents and carers are happy with the school. Written responses were distinctly positive. 'Excellent', 'exciting', 'fantastic' are some of the adjectives used by parents to describe what is on offer. A minority of parents and carers feel they do not get enough information about the progress of their children. A very small number of parents and carers feel they are given too few opportunities to give their views and meet with teachers. Inspectors find that such provision is good, with staff available at the end of each day and at more formal parent consultation meetings. Parents are keen to say that their children enjoy school and that the school keeps them safe.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ringwood Junior School complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 93 completed questionnaires by the end of the on-site inspection. In total, there are 370 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	65	31	33	0	0	0	0
The school keeps my child safe	80	86	13	14	0	0	0	0
My school informs me about my child's progress	50	54	37	40	4	4	1	1
My child is making enough progress at this school	50	54	34	37	6	6	1	1
The teaching is good at this school	56	60	35	38	2	2	0	0
The school helps me to support my child's learning	57	61	32	34	4	4	0	0
The school helps my child to have a healthy lifestyle	60	65	33	35	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	62	67	25	27	2	2	0	0
The school meets my child's particular needs	63	68	33	35	6	6	0	0
The school deals effectively with unacceptable behaviour	50	54	41	44	0	0	0	0
The school takes account of my suggestions and concerns	56	60	32	34	2	2	0	0
The school is led and managed effectively	54	58	35	38	3	3	0	0
Overall, I am happy with my child's experience at this school	58	62	32	34	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 March 2011

Dear Pupils

Inspection of Ringwood Junior School, Ringwood, BH24 1NH

Thank you for your very warm welcome and the help you gave to us during the inspection, especially the school council and the eco warriors who gave us lots of information about your school. We were very impressed with your excellent behaviour in the classrooms and around the school.

Your school is an outstanding school and these are the things you should be proud of.

- Your attainment is high and achievement is outstanding. You work well in lessons, listening to your teachers and producing excellent work.
- All of the staff support you and help you and, as a result, you enjoy coming to school and feel safe.
- You know your targets well and are excellent at assessing your work.
- The headteacher, governors and staff have improved your learning environment and everything that happens in school.

To help the school, we have asked the headteacher and the governors to:

- help you make even more progress, building on the very good improvements already made in writing and mathematics by carrying on the good work to improve teaching.

You can help by continuing to work hard.

Best wishes for the future.

Yours sincerely

Julie Ritchie

Lead inspector

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