

# Ramsey Spinning Infant School

High Street, Ramsey, Huntingdon, PE26 1AD

**Inspection dates** 13–14 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children in Early Years Foundation Stage make an excellent start to their learning and are well prepared for Year 1. The caring and supportive approach ensures that all children settle in quickly.
- From starting points well below those expected for their age, the pupils make good progress to reach levels of attainment in line with national averages by the time they leave at the end of Year 2.
- The quality of teaching is good. It is sometimes outstanding. Teachers know the needs of the pupils well, and use their good subject knowledge well to plan lessons.
- Pupils behave well in lessons and say they feel safe. They are polite, friendly and well mannered.
- Teaching assistants are skilful. They provide effective support for disabled pupils and those who have special educational needs to enable them to make at least good progress.
- Attractive displays of pupils' work throughout the school create an exciting learning environment for all pupils.
- The headteacher provides clear leadership. She is well supported by an effective governing body and committed senior leadership team. The school plays a leading role in the further development of education in the local area.
- Parents overwhelmingly support the work of the school, and say their children are happy and like coming to school.

### It is not yet an outstanding school because

- The best practice in the school is not fully shared to help all teachers move their teaching to outstanding.
- Sometimes teachers spend too long talking, so pupils do not have enough time to complete their work.
- The effectiveness of marking is variable. It does not always tell pupils what they must do to improve their work further.

## Information about this inspection

- Inspectors observed 22 lessons, six of which were seen jointly with the headteacher and deputy headteacher. They also made a number of short visits to lessons and learning areas.
- Separate meetings took place with governors, staff, senior leaders, an adviser from the local authority and a group of pupils. The inspectors talked to pupils during lessons, listened to pupils read and reviewed samples of their work.
- The 35 responses to the online questionnaire (Parent View) and the results of the governors' own surveys of parents' views were taken into account. The views of several parents who communicated with inspectors during the inspection were also taken into consideration.
- The inspectors took account of the 19 responses to the staff questionnaire.
- A number of documents were reviewed. These included policies, the school's judgements on its own strengths and weaknesses and the resulting development plan, information about pupils' current progress and attainment, arrangements for safeguarding and records of pupils' behaviour and attendance. Records of governing body meetings and staff meetings were examined, and also a number of case studies on attendance and special educational needs and a report from the local authority about the school's effectiveness.

## Inspection team

Nicola Edwards, Lead inspector

Additional Inspector

Graham Marshall

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized infant school.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils for whom the school receives the pupil premium (which in this school provides additional funding for pupils who are known to be eligible for free school meals or looked after by the local authority) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or through a statement of special educational needs is below average.
- The headteacher was appointed in April 2013, to support and lead the local junior school, at the request of the local authority, as well as her current role.

### What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by:
  - sharing the best practice in teaching already in the school to assist all teachers in moving their teaching to outstanding
  - ensuring that marking shows pupils clearly what they have done well and what they need to do to improve their work further
  - giving pupils more time to complete their work by reducing the amount of the time teachers spend talking.

## Inspection judgements

### The achievement of pupils is good

- Children start school with skills and understanding which are generally below those typical for their age, especially in communication, literacy and language as well as personal and social development. There have been significant changes in the last three years. The large majority of children now entering the Early Years Foundation Stage are in circumstances that make them potentially vulnerable. They make good progress through the Early Years Foundation Stage in all areas of learning. Children's early reading skills are particularly well developed.
- Pupils' attainment was below the national average in the phonics screening check at the end of Year 1 in 2012. Leaders have taken effective action to improve the teaching of phonics and early reading skills across the school. This is having a positive effect. There were improvements in the Year 1 screening check 2013, with results now at the national average.
- Pupils enjoy reading. They read with confidence, expression and fluency. The school has focused on raising the profile of reading with workshops and regular drop-ins for parents and carers to read with their children. As a result reading is improving strongly across the school.
- Disabled pupils and those who have special educational needs make good progress as a result of strong leadership of this aspect of pupils' education and good support in lessons. The leader responsible makes sure that help and guidance are tailored to each pupil's individual needs and builds strong relationships with parents and carers.
- Leaders are using the pupil premium funding very effectively to support individuals and small groups of eligible pupils who need the most help. As a result, this group of pupils is making progress at least as well as others in the school in English. They achieve particularly well in mathematics, and did better than their national counterparts last year.
- The school is using the new primary sports funding to increase pupils' participation in physical activities and give younger children greater opportunities to participate in competitive sports. It is too early for the impact to be seen.

### The quality of teaching is good

- Positive relationships between adults and pupils in lessons and clear routines support learning. Teachers plan lessons thoroughly and ensure reading, writing and mathematics are taught effectively. A clear understanding of pupils' needs and good subject knowledge lead to good and sometimes outstanding teaching.
- In lessons where pupils of all abilities are challenged, they make rapid progress and grow in confidence. For example, in a physical education lesson, pupils quickly developed team building skills due to the challenging and interactive nature of the activities they were asked to do by the teacher.
- All classroom and corridor displays celebrate pupils' work to a high standard. The displays are used well as a basis for motivating and stimulating learning activities for the pupils.
- Teaching assistants provide highly effective support to identified pupils. They encourage pupils to become independent learners while helping to ensure they can access the work set by the

teacher.

- There is some outstanding teaching practice in the school. However, staff do not get enough chance to see each other teaching so they can share the best practice and raise the overall quality of teaching.
- Where teaching is occasionally not so strong, progress suffers when teachers talk too much and dominate the lesson, so pupils are not left with enough time to complete the work set for them.
- The quality of marking in books is variable. Some is good, but it does not always provide pupils with clear guidance on how well they are doing or what they need to do to improve their work further.

### **The behaviour and safety of pupils** is good

- The school is calm and friendly. Pupils are well behaved throughout the school. They listen well to teachers and teaching assistants and attend school regularly.
- Routines and high expectations are embedded well from when the children start school in the Early Years Foundation Stage. Independent learning and an enjoyment of learning are established at this early stage. Pupils say they feel safe.
- Relationships are strong. As a result, pupils work together well and take care of each other. Pupils have enjoyed their leadership roles around the school, such as serving on the school council and taking responsibilities at lunchtime, in the dining hall.
- The school meets all safeguarding requirements and provides pupils and their families with a high level of care and support. Consequently, parents and carers say they feel that their children are happy and 'love going to school'.
- Pupils say how safe they feel in school. Pupils agree that they have occasional 'fallings-out' but they know who to go to and they are always sorted out quickly.
- Very occasionally, when teaching is not engaging enough or the teacher is talking too much, a few pupils become restless and lose concentration.

### **The leadership and management** is good

- The experienced headteacher provides clear and purposeful leadership. As a result teamwork among the staff is good and their morale is high. There is a strong sense of community.
- A particular strength of the school lies in supporting the development of the staff's leadership skills so they provide good role models to others. Consequently, the headteacher uses several other senior staff to provide guidance and support to the neighbouring junior school.
- The school improvement plans tackle the right areas for further improvement, and progress against these aims is evaluated through measurable targets that relate to how well pupils are doing both academically and personally. These plans have been produced with the support of the governing body.

- The curriculum is good and includes a wide range of opportunities for all pupils to experience first-hand learning through a regular programme of visits and visitors to school.
- Leaders tackle any rare issues of discrimination well and this contributes to the harmony within the school community. Pupils' spiritual, moral, social and cultural development is strongly promoted. Pupils have a well-developed sense of right and wrong.
- The school was previously judged 'outstanding'. This has meant the school has received little direct support from the local authority. Since April 2013, when the headteacher took on the role of headteacher for the local junior school as well, the school has received a visit from the local authority representative.
- **The governance of the school:**
  - The governing body is strongly led. It is well informed by high quality reports from the headteacher and other senior staff, and increasingly by governors' own checks on the school's work, through regular visits to the school. The governors are passionate about their roles and fully committed to improving the school and education in the wider community. They are involved in the school's self-evaluation and know about the quality of teaching. They appropriately decide whether teachers and staff should be rewarded with salary increases, and review targets for the headteacher. They ensure safeguarding procedures meet national requirements. The clerk to the governing body provides an excellent record of meetings, which show how well the governors support the school as well as holding it fully to account.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	110684
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	412654

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	172
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephanie Beale
<b>Headteacher</b>	Patsy Peres
<b>Date of previous school inspection</b>	17 September 2007
<b>Telephone number</b>	01487 813587
<b>Fax number</b>	01487 711987
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