

Ringwood Junior School

Hightown Road, Ringwood, BH24 1NH,

Inspection dates

20–21 March 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Not enough pupils make accelerated progress in mathematics and English, particularly the more able in writing. Across the different year groups, progress has been inconsistent.
- There are still gaps between the progress and attainment of those who qualify for additional funding (pupil premium) and those who do not, particularly in Years 4 and 5.
- Governors have not fully assessed the impact of the use of additional funding (pupil premium) and, as a result, these pupils do not do as well as they could.
- The quality of teaching over time has been inconsistent and this has had an impact on pupils' progress. Pupils sometimes repeat errors because they do not follow up on the advice given in teachers' marking.
- Subject leaders do not closely monitor the impact of the initiatives that have been introduced to improve pupils' progress in English and mathematics. They are not fully aware of the data relating to their subject areas.

The school has the following strengths

- Behaviour is good and pupils feel safe because the school works well to keep them secure. Pupils develop their responsibilities across the school and are keen to learn.
- Attendance is above the national average.
- The support for those who are disabled or who have special educational needs has been reorganised so that these pupils now make good progress.
- Pupils' spiritual, moral, social and cultural development is well promoted.

Information about this inspection

- Inspectors observed 19 lessons and part-lessons including six joint observations with senior leaders.
- Inspectors looked at pupils' work in all year groups. They heard pupils read in Year 6.
- Discussions were held with senior leaders, other members of staff, a group of pupils and members of the governing body including the chair. There was also a meeting with a representative from the local authority.
- Inspectors took account of 70 responses to the online questionnaire (Parent View) as well as talking informally to parents and carers at the end of the school day. Inspectors also read correspondence and had phone calls with parents and carers.
- Inspectors observed the school's work and looked at school documentation including records showing how the school is improving, data on pupils' progress and arrangements for safeguarding.
- The views of staff were analysed through the 21 responses to the staff questionnaire.

Inspection team

Liz Bowes, Lead inspector

Additional Inspector

David Sleightholme

Additional Inspector

Carolyn Steer

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized junior school.
- The proportion of pupils known to be eligible for support through additional funding (pupil premium) is lower than the national average. Pupil premium is additional funding for looked after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services.
- The proportion of pupils who are disabled or who have special educational needs supported through school action is higher than the national average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is lower than the national average.
- The majority of the pupils are White British.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- There is a breakfast and after-school club. These are managed separately and did not form part of this inspection.

What does the school need to do to improve further?

- Improve teaching so that it is good or better in order to hasten pupils' progress and iron out inconsistencies across the school by:
 - ensuring pupils are consistently given time to act on the advice given in marking
 - providing more-able pupils with work that fully challenges them in writing
 - ensuring the progress and attainment of those who are eligible for additional funding, particularly in Years 4 and 5, are closely monitored so that gaps between them and their classmates rapidly close.
- Improve the effectiveness of leadership and management by ensuring that:
 - middle leaders who are responsible for English and mathematics closely monitor the impact of initiatives and are more aware of the data relating to their subject across the school
 - governors closely check the impact of additional funding on pupils' progress.

An external review of the school's use of the pupil premium should be undertaken to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because over time the progress of pupils is not fast enough. Progress is inconsistent across year groups. For example, in the current Year 3, data provided by the school indicates that nearly a fifth of pupils have not progressed in mathematics.
- Pupils who are eligible for support through additional funding do not consistently make good progress. The results of the 2013 tests show that there are gaps between the attainment of eligible pupils and other Year 6 pupils. In mathematics and writing, these pupils were at least four terms behind their classmates and behind all pupils nationally. In reading, they were two terms behind their classmates and a term behind all pupils nationally. The figures were affected by two pupils who had low standards. Currently, there are still large gaps between eligible pupils and their classmates in Years 4 and 5 in reading, writing and mathematics.
- Not enough pupils are making accelerated progress from their well-above-average starting points, particularly in writing. The school has recognised that it needs to provide work that fully challenges the more able to make good progress and this year has employed additional specialist staff to help pupils reach the highest levels in mathematics and English.
- The progress of disabled pupils and those who have special educational needs in previous years was in line with their classmates. These pupils now make good progress due to improvements in the organisation and support provided.
- The school has introduced several initiatives to improve progress and, although they are yet to be fully effective in their impact, early indications are that progress is now improving.
- Pupils' skills and confidence in reading are carefully developed as the school promotes a love of reading and books. When pupils have difficulty with reading, they are provided with effective help and support.
- Pupils can write imaginatively to express their ideas, as seen in class when pupils were describing the taste of tomatoes. Pupils' spelling, grammar and punctuation skills are well developed.

The quality of teaching

requires improvement

- Teaching requires improvement because, over time, it has not led to consistent, rapid and sustained progress for pupils. Previously, teachers had not demanded enough of more-able pupils to enable them to make the maximum progress that they were capable of; this was particularly the case in writing.
- While marking offers suggestions how pupils can improve their work, they are not consistently given time to act on this advice. This restricts how quickly pupils' work improves.
- As a result of the support given by senior leaders, the quality of teaching is now improving and joint observations conducted during the inspection show that it is now starting to have a more consistent and positive impact on improving pupils' progress in lessons.
- Teachers are now far more aware of the progress of the pupils that they teach and monitor it carefully. For example, the 'stuck' pupils in mathematics in Year 3 are receiving additional support to enable them to quickly catch up.
- Pupils say that they like the wall displays in lessons. As one said, 'If I forget how to do something, I look at the working wall and that often helps me.' Around the school, there are many well-presented displays that celebrate pupils' achievements and creative skills. Pupils were very proud of the Greek pots they had made.
- Experienced teaching assistants provide good support, particularly for those who have additional needs, for example those with disabilities or who have special educational needs. This is

reflected in the good progress that these pupils make.

- Most parents and carers feel that their children are well taught at the school.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. It is not yet outstanding because in a few lessons pupils become a little distracted when the task does not interest them.
- Pupils, and parents and carers, unreservedly consider that behaviour is good and that everyone gets on well together. As one pupil said, 'We are all a family here, and all get on, and I like it.' In lessons, behaviour for learning is very positive and pupils pay close attention to what the teacher is saying. They get on willingly with the activities that are provided for them. Those who find behaving well more challenging are effectively supported and there are consistent systems to encourage good behaviour.
- There are many opportunities for pupils to develop their responsibilities across the school and when they are in class. Older pupils enjoy being prefects and ensure that all move around the school in a safe and orderly manner. They also make sure that the younger pupils settle in well and always have an older pupil that they can talk to if they have any concerns. The school council is very responsible, and at present is involved in raising money to improve the outside area of the school, and also to support a school in Kenya. Pupils enjoy using the radio tannoy at lunchtimes. For example pupils said they liked reading from the work of Michael Morpurgo as well as some of their own work. Opportunities such as these develop pupils' confidence in speaking and contribute well to their spiritual, moral, social and cultural development.
- The school's work to keep pupils safe and secure is good. Pupils are aware of the need to keep themselves safe when using the internet and when they are out and about. Some pupils have been on a course about road safety and ensure that all pupils are aware of the dangers of the road. Pupils are well informed about bullying and the different forms that it can take, including cyber-bullying. Pupils report that they have no concerns about bullying but know who to go to should it occur.
- Attendance is above the national averages and there are no issues with punctuality.

The leadership and management require improvement

- Leadership and management require improvement because leaders have not ensured progress and teaching have been consistently good throughout the school over time.
- Although the school has recently introduced several initiatives to improve progress, middle leaders who are responsible for subjects such as English and mathematics do not always monitor the impact of these initiatives and so are unable to tell how effective they have been in improving pupils' progress. Not all leaders of subjects are fully aware of the data relating to their subject across the school.
- The school's use of additional funds such as the pupil premium is not very closely monitored and governors do not check what the impact of additional funding has been on eligible pupils' progress. This is one of the reasons why there are still gaps in the attainment of eligible pupils and their classmates, particularly in Years 4 and 5.
- The headteacher and deputy headteacher have worked hard to develop an improved strategic direction. They are aware that rates of progress need to increase and a member of staff is working to find ways to help those pupils who are 'stuck' across the school in mathematics.
- Senior leaders have also worked hard to improve the quality of teaching through an extensive programme of observations. Teachers are set appropriate targets based on the progress of pupils and pay rises are based on whether the teachers have achieved these targets.

- The local authority provides an annual report to the school. The school has also bought in the local authority mathematics consultant to do an audit of mathematics and to look at the progress of pupil premium pupils.
- The school provides a wide and interesting range of subjects for pupils. Pupils enjoy learning French and talk happily about the trip to Normandy. Most parents and carers are very supportive of the school and write with passion about the enjoyable additional events that the school provides for pupils, such as Greek Dancing Day and the Tudor Experience. These opportunities really enhance pupils' spiritual, moral, social and cultural development.
- Additional money for sports funding is well used and has enabled more pupils to enjoy and engage with a rich variety of sports activities regularly, through such schemes as the 'Change 4 Life'.
- Discrimination of any kind is not tolerated and the school promotes equality of opportunity well.
- Safeguarding procedures meet statutory requirements.
- **The governance of the school:**
 - The governing body is enthusiastic, and very supportive of the school and how it links with the surrounding community. Governors attend the parents' evenings so that they can talk to parents and carers and discuss any concerns. Governors bring a wealth of expertise to the role and enjoy being linked to particular subject areas. They have an awareness of the school's performance when compared to all schools nationally.
 - Governors are aware of the quality of teaching and have worked well to manage staff changes. They understand the requirements relating to the management of staff performance and how pay is linked to the progress that pupils make.
 - Although governors know how much the additional funds are for the pupil premium, they are not carefully enough monitoring the impact of the funding to ensure that those who are eligible make the best progress that they can.

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

Unique reference number	115943
Local authority	Hampshire
Inspection number	441016

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	379
Appropriate authority	The governing body
Chair	Paul Thursfield
Headteacher	Sally-Ann Evans
Date of previous school inspection	March 2011
Telephone number	01425 473554
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