

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5307  
**Direct F** 0117 315 0430  
**Email:** rachel.evans@tribalgroup.com

9 July 2014

Mrs Sally-Ann Evans  
Headteacher  
Ringwood Junior School  
Hightown Road  
Ringwood  
BH24 1NH

Dear Mrs Evans

### **Requires improvement: monitoring inspection visit to Ringwood Junior School**

Following my visit to your school on 9 July 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- insist that all teachers consistently follow the school's marking and feedback policy
- enable middle leaders to measure the impact of their actions on pupils' learning
- ensure all governors are clear about how they should monitor school improvement.

## **Evidence**

During the visit, meetings were held with you and the deputy headteacher, middle leaders, governors and representatives from the local authority to discuss the action taken since the last inspection. I visited all classes with you, looked at work in pupils' books and looked at some documentation. I also evaluated the school improvement plan.

## **Context**

Since March 2014, three teachers have left and two teachers have joined the school, one of whom is a year leader. A senior leader has also returned from maternity leave.

## **Main findings**

You have focused sharply on addressing the areas for improvement identified in the section 5 inspection. Your school development plan provides clear direction about the actions to be taken. Staff know the priorities and speak confidently about the improvements being made.

Middle leaders gather information about pupils' results, scrutinise pupils' work, check books and observe lessons. However, they are not held fully accountable for the work they do by senior leaders and governors.

The actions you have taken to improve teaching and learning are helping pupils make more progress. You have reorganised staff so that teachers with specific high-level skills in mathematics and writing are identifying and filling gaps in pupils' knowledge and understanding. This is helping pupils to accelerate their learning. An example of this was the very good progress of pupils being taught in small groups by the mathematics subject leader, since April.

You have reviewed the marking policy and there is now greater clarity about how teachers should help pupils to learn through marking and feedback. Where teachers are marking well and allowing time for pupils to respond, it is having a positive impact on learning, and pupils are making more progress. However, there is still some inconsistency and in some classes marking is not helping pupils to move forward in their learning.

Teachers are providing a better range of opportunities for writing across the curriculum. The writing on the science and geography displays is a good example of this. Teachers expect more of the most able writers and some of the work on display in classrooms and corridors is of now of a very high standard.

At the section 5 inspection in March 2014, inspectors identified gaps between the progress and attainment of those pupils who qualify for additional funding and those who do not. You have now insisted upon higher expectations for pupils eligible for additional support through pupil premium funding, and all leaders take much more account of their abilities, any gaps in their learning and the urgent need for rapid progress.

Governors have taken prompt action following the inspection. They have been usefully involved in planning how to address the areas for improvement and have organised a sub-committee to review progress. Through training, they have a better understanding of the progress of pupils who are eligible for extra support and are focused on making sure those pupils catch up. Governors recognise that they need to sharpen their monitoring of progress and develop better systems for holding school leaders to account for improving the school.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority is providing appropriate support for the school and has carried out the necessary review of the school's use of the pupil premium. Advisors are supporting middle leaders with their skills in developing their subjects and have trained governors to understand better how pupils are making progress in their learning. The local authority representatives are confident that the school has excellent capacity to address the areas for improvement.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Hampshire.

Yours sincerely

Louise Adams

**Seconded Inspector**