

Ringsfield Church of England Voluntary Controlled Primary School

School Road, Ringsfield, Beccles, NR34 8NZ

Inspection dates 23–24 June 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Since the headteacher took up her post three years ago, she has led the school outstandingly well, and this has resulted in the pupils' rapidly improving progress.
- Leadership has correctly focused on improving teaching and raising achievement. The school has a culture that promotes outstanding behaviour and supports pupils' learning.
- Achievement is good because the teaching is good. Pupils' progress has improved since the last inspection, especially in mathematics. Many pupils make outstanding progress in developing reading skills and good progress in writing.
- The school provides well for all pupils, including those who are disadvantaged, disabled, or who have special educational needs.
- The provision in the early years is outstanding because it helps children in the Nursery and Reception classes make excellent progress and prepares them very well for Year 1.
- The governing body has become more effective since the last inspection through good training. Governors rigorously hold leaders to account, and this has had a clear impact on school improvement.
- Pupils' behaviour is exemplary. The pupils are very polite and respectful to each other and to adults. Their excellent behaviour in lessons has a very positive impact on their learning.
- The school provides a very caring and safe environment for pupils. Parents are very supportive of all aspects of the school's work.
- The school has developed an excellent curriculum which is appropriate for the mixed-age classes. It contains a very wide range of creative topics which support pupils' learning and ensure they use their skills in different ways.
- Pupils' spiritual, moral, social and cultural development is excellent, and pupils are very well prepared for life in modern Britain.

It is not yet an outstanding school because

- Teachers do not instil in pupils the need for careful presentation of their work robustly enough. Pupils do not develop a sufficiently mature handwriting style from an early enough age.
- The resources used by teachers are not always appropriate for the objective of the task.
- Teachers do not always match tasks well enough to all pupils' needs and, at times, activities are too hard or too easy for different groups.

Information about this inspection

- The inspector observed pupils' learning in eight lessons or parts of lessons. Four of these lessons were observed jointly with the headteacher.
- Meetings and discussions took place with the headteacher, a representative of the local authority, members of the governing body, staff, pupils and parents.
- The inspector examined samples of pupils' work jointly with the English and mathematics leaders, and several pupils read to the inspector during lessons.
- The inspector took account of the 15 responses to the online parent survey, Parent View. The inspectors also talked to parents and took account of 18 responses to the questionnaire completed by staff.
- The inspector looked at a range of documents produced by the school, including data on pupils' progress and attainment, procedures for safeguarding, and the school's own evaluations of its work. He considered reports to the governing body and minutes of their meetings, and the school's action plans for raising attainment.

Inspection team

Geof Timms, Lead inspector

Additional Inspector

Full report

Information about this school

- Ringsfield Church of England Voluntary Controlled Primary School is much smaller than the average-sized primary school.
- The school is part of a hard federation with Brampton Primary School. The schools are led by the executive headteacher, who has been in post for almost three years, and each school has its own head of school. There is a single governing body for the federation.
- Most pupils are of White British heritage. There are no pupils who speak English as an additional language.
- Children attend the early years provision in a part-time Nursery class and a full-time Reception class.
- The proportion of disabled pupils and those who have special educational needs is above average.
- A broadly average proportion of pupils are disadvantaged and supported by the pupil premium, which provides additional funding for pupils who are known to be eligible for free school meals.
- There is a pre-school, open in the afternoons, on the school site. This is privately run, and inspected and reported on separately.
- The school is too small for the government's current floor standards to apply; these set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Ensure the quality of teaching and pupils' achievement continue to improve by:
 - helping pupils to develop high-quality presentation skills so that the work in their books is neater
 - encouraging pupils to use a more mature handwriting style from an earlier age
 - ensuring resources and the activities provided for different groups of pupils in lessons are more consistently well matched to their different learning needs.

Inspection judgements

The leadership and management are outstanding

- Since the federation was formed, the school has improved rapidly under the outstanding leadership of the headteacher and other leaders. The headteacher is supported effectively by the very strong governing body which also provides robust challenge. This has ensured leaders have remained focused on improving the pupils' achievement, securing excellent behaviour, and ensuring a growing amount of high-quality teaching.
- The school is very active in seeking advice and expertise beyond its four walls. A range of training and sharing of expertise is undertaken with other schools and teachers. For example, the planning for religious education is carried out with a subject leader at another local church school and an advisor from the diocese. The group of schools that send children to the same secondary school share a lot of activities including some excellent arrangements for moving to the high school at the end of Year 6. The headteacher has become an expert on the teaching of mathematics in small schools and she is sharing that expertise with a national organisation for the teaching of mathematics. This has had an excellent impact on the improvements made in her school. In addition, her expertise has been used by the local authority to promote the leadership of federations. Staff from other schools have visited to spend time shadowing her as a role model for teachers thinking of applying for the role.
- Subject and other leadership roles are appropriately shared among staff across the two schools. Many of those with responsibilities for subjects or for other aspects of the school's work, such as the provision for disabled pupils and those who have special educational needs, or for children in the early years, provide outstanding leadership. The leadership of teaching is outstanding. All staff work as a very strong and effective team for the benefit of the pupils. They take part in an excellent range of extra training. This has had a positive impact on teaching in mathematics, for example. One of the school's main strengths is the lack of complacency and the way leaders seek continual improvement.
- There are detailed and very robust systems for checking on the performance of teachers and other staff. Weaknesses are addressed, and extra training is sought if appropriate. Leaders deal with less effective teaching firmly and this, together with effective recruitment and extra training, including for teachers new to the profession, has brought about rapid improvement in teaching and learning.
- Leaders check the success of the school's work through a wide range of activities. Regular meetings are held between the headteacher and teachers to assess the progress of individual pupils in their classes. Very effective support in a small group or on a one-to-one basis is put in place if needed, especially for those finding learning more difficult. This is especially important in dealing with the high proportion of pupils with speech difficulties or who need to catch up in mathematics.
- The local authority has provided positive support and strong levels of challenge for the school since the previous inspection. This has been particularly useful in supporting leadership, improving teaching and accelerating the progress made in mathematics.
- The school ensures pupils are very well prepared for life in modern Britain through their work to instil British values. Pupils learned about democracy in action in a very positive way by writing to their Member of Parliament to complain about their broadband internet access. They were subsequently invited to London to visit the Houses of Parliament and meet other Members. Following this, the fibre optic link for the village has been improved. They demonstrate an excellent understanding of the need to respect and show tolerance for each other. The school is building close links with a school in London which takes pupils from very different backgrounds and heritages. Pupils from this school visit the village and the school annually and this helps the pupils from both schools to widen their understanding of how others live in modern Britain.
- Additional funding for disadvantaged pupils is used very effectively to support their learning. Leaders plan the efficient use of this funding and, together with a member of the governing body, track and monitor its impact on an individual basis. Because of this, pupils make good progress, and any gaps in attainment are narrowing.

- The extra funding provided for sporting activities is used to provide an excellent range of opportunities for such a small school. Extra opportunities to sample activities such as sailing or archery are provided. The school makes very effective use of its own swimming pool, especially for the youngest children. Expert coaching is brought in to support the work of teachers. Because of this provision, the participation in sporting activities has risen.
- The school has developed an excellent curriculum, which is broad and balanced, and contains very imaginative and creative activities. The work with local volunteers in growing flowers, fruit and vegetables has had a very clear impact on pupils' knowledge and understanding of crop rotation. In addition, the forest school work has provided them with outstanding opportunities to develop their self-confidence and self-esteem.
- Strong links are made between subjects so pupils can use their skills in different ways. The school tries to extend pupils' horizons through a wide range of activities, such as residential experiences and learning about faiths and cultural differences. The school ensures pupils' excellent spiritual, moral, social and cultural development. Staff promote equality of opportunity well. This ensures good relations are fostered, and there is no discrimination.
- **The governance of the school:**
 - The governing body provides the school with outstanding levels of support and challenge. It is robust and rigorous in holding the school leaders to account for achievement and the quality of teaching, and because of this the school has rapidly improved. Governors regularly visit the school and know its strengths and weaknesses well.
 - Governors have an excellent knowledge and understanding of the data on pupils' progress and the quality of teaching at the school.
 - Governors carry out their statutory duties well. They are fully involved in decisions about teachers' pay and understand well how this is linked to performance and responsibilities in order to improve teaching.
 - Together with leaders, governors ensure that all safeguarding requirements are fully met, and the school's related procedures are effective.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. A very large majority of the parents who completed the Parent View questionnaire agree that behaviour is excellent. Pupils talk very positively about their learning, and all those spoken to say they enjoy coming to the school. They told the inspector they enjoy the gardening and the range of unusual activities such as apple pressing. They have clear aspirations for life after school and talked about wanting to be graphic designers, teachers and farmers.
- Pupils show exemplary respect for their school and its surroundings and resources. They do not drop litter and respond to the school's high expectations of their behaviour and social development. They have excellent opportunities to take responsibility and learn about democracy, through activities such as the whole-school forum and the Eco committee. One of the school governors runs a group of very enthusiastic road safety leaders. Pupils are very well prepared for their further education and life after school. They talk enthusiastically about their work and other aspects of school life, such as clubs and sporting opportunities.
- Pupils behave well in lessons. It is very rare for learning to be slowed because of poor behaviour. Occasionally, some pupils are not fully engaged or involved in their lessons, but this is usually because the task provided does not match their needs sufficiently. When moving around the school, in assemblies, or at lunchtimes and playtimes, pupils' behaviour is exemplary. They play together well, and this is helped by the excellent supervision and the way adults lead and join in with games and activities at playtimes.

Safety

- The school's work to keep pupils safe and secure is outstanding. All of the parents who responded to Parent View said their children enjoy school, and the vast majority said they are safe and well looked after. Staff put a high priority on ensuring pupils' and children's safety. On school visits, such as the

charity walk to a local hall or residential activities at activity centres, or for activities on the school site, such as the forest school work, risks are assessed appropriately and supervision is good.

- Pupils have excellent attitudes to keeping themselves safe. They are aware of risks such as those they may come across while using new technology. They have a clear understanding of how to keep themselves safe when using computers and other technology. Their safety outside school is promoted through projects such as the 'Crucial Crew' event and visits from the fire service and police.
- Pupils say there is no bullying at the school. They have a good understanding of what constitutes bullying and how to deal with it. Those spoken to were confident there are adults in school they can trust and to whom they would talk if they had any worries. Pupils have excellent opportunities to discuss concerns, whether arising in school or at home, with the very caring staff.
- Attendance is good and improving rapidly. The small numbers make data unreliable, but the school has very few persistent absentees. The school deals with absences appropriately. Most parents ensure their children attend school regularly and are punctual.

The quality of teaching is good

- Since her appointment, the outstanding leadership of the headteacher, other leaders and the governing body has had a very positive impact on the quality of teaching. Teachers were expected to improve the progress pupils make, and they have risen to this challenge well, especially in mathematics. Where teaching was weaker, this has been addressed through staff changes, successful recruitment and the use of expertise across the federation.
- The school is in the process of updating its systems for assessing and recording learning in line with recent changes to the use of levels, but current systems are good. Teachers and leaders have a very clear and detailed knowledge about the progress made by individual pupils. Recent changes to the teaching of mathematics mean teachers now ensure tasks are more open-ended, provide more challenge and use more practical resources. The teaching of reading is a major strength, and pupils develop into excellent readers. The teaching of writing is good.
- Teachers and teaching assistants form an effective team. All adults know the pupils well as individuals and, for most of the time, provide good support for their learning and differing needs. Teaching assistants provide good support for pupils of all abilities at different times.
- The marking of pupils' work is good and has improved since the previous inspection. It is more effective in helping make clear to pupils what they have done well and what they need to do to improve. Pupils talk about how the marking and target setting help them learn. Teachers and teaching assistants often provide useful verbal feedback on an individual basis. This ensures pupils' responses to the teachers' comments and suggestions have a positive impact on their learning, especially in literacy and numeracy.
- Teachers plan activities that take advantage of links between subjects, and this helps to use pupils' skills in a variety of ways. For example, pupils in Years 5 and 6 used their writing skills to develop their historical understanding of Henry VIII when describing his character.
- The teaching of art and design, music and physical education is often excellent because of the use of specialist teaching. This is evident in some of the high-quality artwork displayed around the school. The teaching pupils receive through their work on the garden in science, and for forest school activities, is also of very good quality.
- When teaching is less successful, teachers do not always insist on good enough presentation of pupils' work. At times, resources are not appropriate for the purpose of the lesson and the tasks are not matched well enough to pupils' needs. At times, different groups are given activities that are too difficult or too easy for them.
- The new curriculum has been excellently planned and introduced so that important changes, such as

those in the mathematics and computing curricula, have been successfully introduced.

- Teachers and teaching assistants provide good support for disabled pupils and those who have special educational needs on a one-to-one basis. This means such pupils are able to take a full and active part in school life and make good progress.

The achievement of pupils is good

- The small size of each year group means that the results of pupils leaving Year 6 in 2014 are not reported because of the risk that individual pupils might be identified. In general, the small cohorts mean that the results vary widely year by year. In 2013 and 2014, for example, there were only six pupils in Year 6.
- The progress of most pupils through Key Stage 2 in 2014 was broadly in line with that expected in writing and mathematics but below in reading. A high proportion of them had significant difficulties in learning to read which the staff worked hard to address. The school's self-analysis of mathematics teaching, and the requirements of the new curriculum, showed that there were gaps that needed to be narrowed. The school rapidly addressed these so that current pupils are making progress in all three subjects that is above that expected nationally.
- Progress at Key Stage 1 is strong. Pupils currently in Year 2 are making at least the expected progress in reading, writing and mathematics. An above-average proportion are achieving above the expected levels in writing and mathematics.
- Pupils make good progress in phonics (how letters combine to make different sounds) due to effective teaching. Currently, the proportion of pupils who are on track to reach the expected level in the phonics screening check at the end of Year 1 is well above the national average for 2014. Pupils' reading skills are outstanding. Pupils develop into very confident readers who maintain an excellent level of interest in a very wide range of books and other materials such as newspapers.
- Progress in literacy and numeracy is good across the school. Pupils' speaking and listening skills are good, and pupils develop into articulate speakers. They produce some high-quality work in other subjects such as art and design, and history, and their knowledge of aspects of science and the natural world is outstanding.
- In 2014, there were too few disadvantaged pupils in Year 6 to comment on their attainment and progress. The school works successfully to identify and address any significant gaps in their knowledge and skills on an individual basis. All pupils are given good support and, consequently, make good progress from their different starting points. As a result, any gaps in pupils' attainment are narrowing.
- The most able pupils are usually well challenged and make good progress. Good opportunities to extend their learning by working with pupils from other schools are provided. In physical education, for example, staff develop links with local clubs and outside coaches to extend and challenge the more talented pupils appropriately.
- Disabled pupils and those who have special educational needs make good progress from their starting points because of the good teaching they receive on an individual basis, and the outstanding leadership which ensures they are recognised early and provided for appropriately. Their progress is tracked carefully, and the school provides them with good support.

The early years provision is outstanding

- The provision for the Nursery children was outstanding at the previous inspection. Strengths have been maintained and built on further. Many of these strengths have been extended to the Reception class provision as well, so that all of the early years now provides an outstanding quality of education for the children.

- There is outstanding leadership of the early years across the federation and in this school. This has a very positive impact on how well children settle into school and develop strong learning habits. The teachers and other staff who work with these children plan an excellent range of imaginative and interesting activities. For example, a fairy door, that had appeared at the end of a trail of glitter in the garden one morning, created some real awe and wonder in the Reception class. The children's discussions showed some very imaginative thinking about who might live there.
- Leaders ensure children are well prepared for Year 1. The small size of year groups means the children always demonstrate a wide range of levels when they start school. However, a number have poorly developed speech, and the school works hard to address this through a range of tasks to encourage talking and listening. For example, in the Nursery class an excellent opportunity was provided for children to talk about items they had brought from home. From their different starting points, children make excellent progress and, by the time they leave the Reception class, many of them have exceeded the expected level of development.
- Adults assess children's learning when they start school. This is repeated on a continuing basis throughout the year. Assessments are accurate and supported well by evidence that illustrates the excellent progress children make. Good-quality, detailed records are kept electronically. These highlight children's learning through examples of their work, observations made of their learning, and comments from children and parents. Parents access these records from home via their computers.
- Children's behaviour is outstanding, and their safety is ensured by excellent supervision and careful risk assessments of activities. Children are clearly happy at school, as shown by their enthusiasm when taking part in activities. They behave outstandingly well, including when outside or in a different environment such as assembly or working outdoors.
- Children make good use of their outdoor area and enjoy, for example, taking indoor learning further through these activities with sand and water. This work is extended through excellent discussion with adults. Because of this, the teaching is outstanding, activities are extremely well planned and result in excellent progress. The work to explore minibeasts and to explain how caterpillars turn into butterflies illustrates children's excellent learning.

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	124741
Local authority	Suffolk
Inspection number	462033

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	65
Appropriate authority	The governing body
Chair	Rod Kay
Headteacher	Victoria Allen
Date of previous school inspection	4–5 July 2013
Telephone number	01502 713030
Fax number	01502 713030
Email address	office@ringsfieldprimaryschool.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone [0300 123 4234](tel:03001234234), or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and *inspects* to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone [0300 123 4234](tel:03001234234), or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: [0300 123 4234](tel:03001234234)
Textphone: [0161 618 8524](tel:01616188524)
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

