

# Ringmer Primary School

Harrisons Lane, Ringmer, BN8 5LL

**Inspection dates** 4–5 November 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Strong leadership by the headteacher has ensured that there is a clear vision for the school. Staff have bought into this and are committed to do the very best for the pupils in their care.
- The governing body provides very effective support and challenge to the school. Governors make a significant contribution to ensuring the school continues to improve.
- Leaders work effectively together and have successfully improved teaching over time.
- Teaching is good. Teachers plan activities which interest pupils and make learning exciting.
- Teachers regularly check the progress that each pupil is making.
- Pupils' achievement has steadily improved since the last inspection. Progress is good for all groups of pupils.
- Provision in the early years is good and so children are well prepared for Year 1.
- Pupils' personal development, behaviour and welfare are good. Pupils are well behaved. They work well together in class and say they enjoy learning.
- Good relationships make pupils feel safe. Safeguarding procedures are robust.

### It is not yet an outstanding school because

- Some pupils do not make as much progress in writing as they do in reading.
- Sometimes the most-able pupils are not given work in mathematics that challenges them.

## Full report

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

- Make sure pupils write more and in greater depth so that they make as much progress in writing as they do in reading.
- Make sure that the most-able pupils always achieve well in mathematics by providing greater challenge when it is clear that they are ready for more difficult work.

## Inspection judgements

### Effectiveness of leadership and management

is good

- The headteacher leads the school with determination. He is well respected by staff, who value his leadership and share his ambitious vision for the school's development.
- The senior leadership team has been restructured since the previous inspection. Leaders have clear roles and responsibilities, relentlessly focused on improving the quality of teaching. For example, the deputy headteacher no longer has responsibility for a class and leads the development of teaching and learning across the school. He works effectively alongside teachers when planning, teaching and assessing, to help them improve their practice. This ensures teaching continues to improve.
- Leaders have high expectations of staff and provide effective support and encouragement. School records show that there is a rigorous programme of checks on all aspects of teaching. This effective monitoring gives good information to leaders about where additional support for teaching staff is needed. As a result, teachers receive timely, focused help.
- Plans for school improvement are based on an accurate understanding of the quality of education the school provides. Plans make it clear what the outcomes of actions should be and this makes it easy for the school to measure how well it is doing.
- Arrangements for managing the performance of staff are effective. Staff have clear targets, linked to priorities in the school development plan. They know how they will be held to account. New staff appointments, together with good procedures to help them settle quickly, have contributed to the improvements in the quality of teaching.
- Leadership of the provision for disabled pupils and those with special educational needs is effective. Since her appointment, the teacher responsible has made sure that good support is provided in class, both by teachers and teaching assistants. She has improved links with parents, taking account of their views and making sure they know what help pupils are getting. As a result, the progress of this group of pupils has improved since the previous inspection and is now good.
- All staff are highly committed to the well-being of the pupils. Teaching assistants are well trained and some provide specialist support, for example for pupils with speech and language difficulties or for pupils who have a specific difficulty with learning to read and write. The headteacher, the inclusion manager and a specialist teaching assistant meet weekly to discuss any pupils about whom there are welfare concerns and work closely with parents to make sure appropriate support is provided. As a result, the school provides a very caring, nurturing environment in which pupils can thrive.
- Leaders make sure that all pupils have equal opportunities to do well. Pupil premium funding is used effectively. Eligible pupils benefit from support that is carefully targeted to their individual needs.
- Additional funding for primary physical education and the sport premium is also used well. For example, following a survey of pupils, mini squash was introduced into the curriculum. Following this, around 20 pupils have since attended squash activities provided in the community. Teachers work alongside the sports coach to develop their own skills. Although the building work has temporarily limited the amount of play space for pupils, sports funding has been used to provide additional equipment to make pupils more active at playtimes. As a result, pupils' participation in sport both in and out of school has increased and is celebrated weekly in assembly with a 'Sports Personality of the Week'.
- Subject leaders for mathematics and English show passion and commitment for their role. They work well with other leaders to monitor standards and give feedback to teachers. This makes sure they understand the strengths in the teaching of their subjects and what needs to be done to raise standards further.
- The school works well with parents to support pupils' learning and well-being. Parents spoken to during the inspection, as well as those who responded to the online questionnaire, reported that staff are very approachable. The new website gives good information to parents about what pupils are learning as well as how to keep their child safe, for example when using the internet.
- A revised curriculum, based around themes such as 'Sail Away' and 'Island Invasion', provides a broad, balanced and interesting range of subjects. Leaders have introduced a good variety of clubs providing rich and varied experiences. Alongside sports clubs, including netball, football, gymnastics, cricket and cheerleading, other clubs include a textile club – where pupils have designed and made a school banner – a homework club and a choir. Opportunities such as these help to promote pupils' good personal development as well as good academic achievement.
- Assemblies are used well to reinforce the community feel of the school. For example, during the inspection pupils spoke clearly about their own grandparents during an assembly well attended by

parents and grandparents.

- British values are promoted effectively. Pupils lay a wreath at the local war memorial for Remembrance Day and learn about the suffering of Jews during the Second World War. They learn about democracy by listening to speeches and then voting for school councillors. They learn about the importance of taking responsibility by helping younger children around the school and by applying to become playtime buddies. The school motto, which is discussed in assemblies as well as during lessons, reminds pupils of the key values of commitment, honesty, kindness, respect and achievement. These activities, as well as learning about different religions, prepare them well for life in modern Britain.
- The local authority has worked closely with the school since the previous inspection. Regular feedback to leaders by advisers has supported the school in making the improvements needed. Support has been provided to improve the teaching of phonics (the sounds letters make), provision in the early years, the teaching of mathematics and English. Support brokered by the local authority has also included that given by a headteacher of a successful school in a neighbouring authority.
- **The governance of the school**
  - The local authority brokered a review of governance following the previous inspection. This led to substantial changes in the governing body's work.
  - Governors have been instrumental in supporting the school's improvement. They have worked with school leaders to develop a culture of high aspirations. They hold the school to account effectively for pupils' performance. Governors ask searching questions about how well pupils are doing, for example when evaluating how well the most-able pupils achieve.
  - Governors visit the school often and seek out evidence by talking to pupils and teachers and working alongside leaders. They know the school very well and make sure that the policies they agree in their meetings are evident in everyday practice.
  - Governors use their expertise well to challenge and support staff. They ensure that pay increases for the headteacher and teachers are linked to performance.
  - Effective financial management ensures the budget is used effectively. Governors know how additional funding is spent and make sure that pupils benefit from it.
- The arrangements for safeguarding are effective.

## Quality of teaching, learning and assessment **is good**

- Teaching is effective in ensuring all groups of pupils make good progress in a range of subjects, including English and mathematics. Teachers welcome the advice they receive and quickly respond to improve their practice.
- Relationships are consistently strong between staff and pupils. Pupils are encouraged to learn from their mistakes and pupils feel safe to 'have a go', even if they are unsure. Good questioning encourages pupils to think deeply about their work. For example, in a very effective mathematics lesson observed, pupils explained how they arrived at their estimate for an angle. The teacher asked questions such as 'Why is this wrong?' and 'How do we know?' This helped pupils to deepen their understanding about angles. Pupils' books show that this high-quality questioning is typical in many classes.
- Teachers make good use of what they know about pupils to plan work for them that is usually at the right level of challenge. However, sometimes the most-able pupils are not given work which deepens their understanding in mathematics and this slows their progress.
- Teachers follow the school's policy on marking. Pupils usually respond to the teacher's marking and this helps to move them forward in their learning.
- The teaching of writing has improved and is now more effective than at the previous inspection. English books seen during the inspection show that the daily spelling, grammar and punctuation lessons for older pupils are improving pupils' accuracy in their written work. However, pupils do not write at length often enough to fully develop their ideas and use the skills learned. This sometimes slows their progress.
- Reading is well taught. Pupils read exciting texts which interest them. Pupils are encouraged to think deeply about what they are reading. The teaching of phonics (the sounds letters make) has improved so that pupils have the strategies they need to help them read. Pupils use their reading skills across the curriculum and this helps them make good, and sometimes rapid, progress.
- Classrooms are well organised. Displays on the walls remind pupils about key words and ideas about how to improve their work.

## Personal development, behaviour and welfare **is good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- All pupils who spoke to inspectors said that they enjoyed school. They are positive about learning and are keen to take part in after-school clubs. Pupils' books show that pupils take care with the presentation of their work and take pride in what they do. Their positive attitudes have a good impact on the progress they make.
- Pupils who attend the breakfast club are well supervised and enjoy playing with their friends before school starts.
- Pupils understand that there are different types of bullying but told inspectors that there was no bullying in school. School records show that bullying is very rare, but that it is dealt with promptly and appropriately by school leaders when it happens.
- Pupils know what to do to keep safe. They are aware of how to keep safe when using the internet.
- Staff have recently provided 'worry boxes' in which pupils can let teachers know about any worries they may have. Pupils told inspectors that they are confident that adults would help them if needed.

### Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour towards each other reflects the school's nurturing ethos very well. Pupils understand the school's rules and routines which are consistently applied. Pupils told inspectors that they liked the 'hand leaves' which reward individuals who demonstrate one of the school's key values, for example kindness.
- School records show that behaviour is typically good. All staff and most parents who completed the questionnaire agree that behaviour in the school is good.
- Pupils are polite and welcoming to visitors. In lessons, pupils work well together as 'working partners', for example helping each other with problems in mathematics or making posters in a history lesson. Pupils usually behave well around the school. However, sometimes play is over-boisterous on the playground, which is why behaviour is not outstanding.

## Outcomes for pupils **are good**

- Pupils' achievement has improved steadily since the previous inspection two years ago. Now all groups of pupils make good progress from their starting points in a range of subjects, including English and mathematics.
- The proportion of children who achieved a good level of development when they left Reception rose significantly in 2015 to above the national average. This prepared them well for Year 1.
- The results in the Year 1 phonics check also improved in 2015 to above the national average. This was the result of improvements in the teaching of phonics following good-quality training for staff.
- There is a trend of rising attainment at the end of Key Stage 1. In 2015 the proportions of pupils reaching the higher levels in reading, writing and mathematics were above the national averages.
- In 2015, Key Stage 2 attainment was above the national average in reading and slightly below in writing and mathematics. This represents an improvement in standards since the previous inspection.
- Pupils make slightly slower progress in writing than in reading. This is because they do not have enough opportunities to practise their use of technical language skills in extended pieces of writing.
- The gap between the attainment of disadvantaged pupils and other pupils is closing because of the good support disadvantaged pupils receive. Disabled pupils and those with special educational needs also make good progress because they are carefully nurtured and given good support both by teachers and teaching assistants.
- The most-able pupils make good progress. However, occasionally in mathematics lessons their progress is slowed when they do not move on quickly to more difficult work.
- Pupils who need to catch up make good progress. This is because leaders take quick, effective action when any pupils start to fall behind.

## Early years provision

is good

- Good use of home visits and close links with the privately run Nursery on the school site mean that adults lose no time in getting to know the children when they join the school. Parents are encouraged to contribute to their child's learning and parents spoken to during the inspection spoke positively about how well their child had settled into school.
- The majority of children join Reception with skills similar to those you would expect for their age. They make good progress because teaching meets their needs effectively. Children benefit from exciting activities, for example making a 'firework' from silver paper and glitter or collecting leaves for the autumn display. Children are encouraged to be independent. Routines are quickly established and children confidently put toys and equipment away when they have finished their activity.
- Children behave well. They make good progress in developing social skills and this can be seen in the way they play and work together. For example, it is evident when they help each other cut and stick or look at books together.
- The leadership and management of early years are good. Adults work well together to provide a safe and secure environment in which children can grow in confidence and make a good start to school life. Any additional funding is used well so that disadvantaged children do as well as their peers. Through close observations and by talking with children, adults know how well children are learning. They make sure that they provide what is needed to move each child's learning on and prepare them well for Year 1.

## School details

<b>Unique reference number</b>	114415
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10002392

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	267
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Anne Franklin
<b>Headteacher</b>	Mr David Evans
<b>Telephone number</b>	01273 812463
<b>Website</b>	<a href="http://www.ringmer-pri.e-sussex.sch.uk">www.ringmer-pri.e-sussex.sch.uk</a>
<b>Email address</b>	<a href="mailto:schooloffice@ringmer-pri.e-sussex.sch.uk">schooloffice@ringmer-pri.e-sussex.sch.uk</a>
<b>Date of previous inspection</b>	20–21 November 2013

## Information about this school

- Ringmer is an average-sized primary school. There are two Reception classes and nine mixed-age classes for Years 1 and 2, Years 3 and 4 and Years 5 and 6. The Reception children attend full time.
- Most pupils are from White British backgrounds.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for pupils known to be eligible for free school meals and children who are looked after, is well below average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- There is a privately run Nursery on site which is subject to a separate inspection.
- The school runs a breakfast club.
- There have been several changes to staffing since the previous inspection. Nearly half the teachers have joined the school since that time. An inclusion manager joined the school in January 2015 and works at the school for three days a week.
- Only two of the governors were at the school at the time of the previous inspection.
- There is some temporary accommodation while a major redevelopment of the school's buildings is underway. This is due to be completed in February 2016.

## Information about this inspection

- The inspection team observed a range of learning activities. These included 12 lessons, of which six were jointly observed with senior leaders.
- Inspectors looked closely at pupils' work for the current year. An inspector listened to several pupils read and attended a school assembly.
- Discussions were held with school leaders and several representatives from the governing body. A meeting was held with the local authority representative. Inspectors also met with groups of pupils, as well as speaking to them informally throughout the inspection.
- Inspectors took account of 92 responses to the online survey, Parent View. An inspector also met with parents at the start of the school day to gather their views.
- A range of school documentation was scrutinised, including the school's own information about how well pupils are doing, the school's checks on the quality of teaching, the school development plan and records relating to behaviour and attendance.
- A review of safeguarding records and procedures was also carried out.

## Inspection team

Joanna Toulson, lead inspector	Ofsted Inspector
Robert Howell	Ofsted Inspector
Matthew Brown	Ofsted Inspector



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