

Ringshall School

Offton Road, Ringshall, Stowmarket, Suffolk IP14 2JD

Inspection dates

5–6 June 2019

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

- Since the previous inspection, the school has experienced a period of turbulence in leadership. The current interim headteacher has provided a phase of stability, ably supported by the governors, the assistant headteacher and other strong leaders.
- Leaders have ensured that the quality of teaching is consistently good throughout the school.
- Pupils' language is very well developed as a result of teachers' high expectations and focus on vocabulary in their teaching.
- In 2018, all pupils in key stage 2 reached or exceeded the expected standard in reading, writing, mathematics and science. Their progress was average in all subjects, having improved over time.
- The majority of pupils currently at the school, including disadvantaged pupils, are making strong progress, particularly in reading, writing and mathematics. The strongest progress is made by pupils who have been at the school since their early years.
- Pupils behave well in lessons and around school. They enjoy their learning and work well together.
- Leaders use additional funding strategically so that as many pupils as possible benefit from it.
- Pupils with special educational needs and/or disabilities (SEND) make very strong progress because the leader liaises with other staff to ensure that individuals' needs are met.
- Provision for children in early years has improved as a result of the leader's thorough understanding of child development shaping her actions.
- The impact of the physical education (PE) and sport premium is not evaluated in a way that allows leaders, including governors, to analyse it.
- The school's website does not meet statutory requirements because curriculum information is incomplete and current plans for using the pupil premium grant are not available.
- Leaders have not finished developing the way they evaluate pupils' learning in subjects other than reading, writing and mathematics. Consequently, teaching of the other subjects is not adjusted to enable pupils to make strong progress from their different starting points.
- Teachers set pupils work in writing and mathematics lessons that becomes increasingly difficult. However, in most classes, the most able pupils have to complete the simpler work first before moving on to work that makes them think hard.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that:
 - assessment practice in the wider curriculum is used to set work for pupils that enables them to make strong progress from their different starting points
 - all leaders, including governors, understand the impact that the PE and sport premium is having on pupils and how its impact is sustainable
 - the website fully meets statutory requirements.
- Improve the quality of teaching, learning and assessment by ensuring that the most able pupils are set work in writing and mathematics that is challenging, without them having to complete work that is too easy first.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have high and consistent expectations of pupils and staff. Their strategically planned actions have ensured that the quality of education is good and improving. All weaknesses identified at the previous inspection have improved.
- The interim headteacher, provided by the local authority, worked effectively with other school leaders so that weaknesses could be addressed as soon as possible after her temporary appointment.
- Leaders, including governors, correctly judge the effectiveness of their provision. They know what needs to be done to improve it further.
- The development of middle leaders has been a priority. Subject leaders and the assistant headteacher carry out monitoring of books, lessons, assessment information and talk to pupils about their learning. They model high-quality teaching and learning of their area of responsibility, in their own classrooms. They also support colleagues with effective advice and resources. Consequently, the quality of teaching is consistently good in all classes.
- Staff value training opportunities that support whole-school priorities and their individual professional development needs. As a result of their developed skills, middle leaders are now in a position to secure and sustain improvements the school has made since the previous inspection.
- The special educational needs coordinator (SENCo) helps teachers to identify whether pupils need support because of their special educational needs academically or emotionally. Support is tailored to meet individuals' needs very well. The nurture room is used to offer pupils with SEND a calm and safe environment. It is also effective, combined with class-based pastoral support, in helping pupils who join the school mid-year to settle in quickly.
- Leaders have started to produce curriculum plans that show the intended coverage of every subject in each year group. Some details are not on the school's website.
- Leaders have embedded systems for recording and analysing assessments of pupils' learning in reading, writing and mathematics. They have started to develop similar systems for other subjects but these are not ready for teachers to use yet. As a result, teachers do not tailor learning in the wider curriculum to pupils' needs and abilities.
- Leaders ensure that pupils' spiritual, moral, social and cultural development is well provided for. Pupils learn about their own cultures and beliefs, as well as those of others, in religious education, in assemblies and throughout the curriculum. Pupils learn about making healthy and safe choices and show that they can apply their learning in daily school life.
- The PE and sport premium is used to develop pupils' games skills, purchase PE and play equipment and increase access to physical activities. It is also used to employ sports coaches who train teachers how to improve their own PE teaching. The leader has ensured that funding has started to lead to greater success in local sporting events and that Year 5 and Year 6 pupils are trained as playleaders.

- Governors know what facilities the PE and sport premium provides. However, the impact and the sustainability of provision, as a result of the fund's impact, are not reported verbally nor online. As a result, other leaders, including governors, cannot analyse the impact of the PE and sport premium and check that it is being used as it should be.
- Leaders accurately identify disadvantaged pupils' barriers to learning. The pupil premium grant is successfully used to offer disadvantaged pupils support with learning and access to the nurture room. However, plans for using the grant this year are not available on the school's website.
- Leaders identified that pupils in lower key stage 2 were not making strong enough progress earlier in the year. Other additional funds have been used to good effect so that Year 3 and Year 4 pupils are taught in smaller classes in the mornings. As a result, most of them are now working at age-related expectations or better in reading, writing and mathematics.
- All parents and carers who responded to Ofsted's online parent questionnaire, Parent View, and those spoken to during the inspection, said that they would recommend the school to others.

Governance of the school

- Governors know their school very well. They have continued to develop their skills and impact by appointing co-chairs of the governing body with experience of working in education.
- Governors are open and honest, constantly seeking advice and ways to improve. They have taken advice from the local authority to reduce the impact on pupils while there has been instability in senior leadership. They have appointed a permanent headteacher to start in September and are due to join a multi-academy trust to sustain and continue the school's improvements.
- Governors have a clear understanding of the duties that they are required to carry out. They ensure that school policies are revised within agreed timescales and meet statutory requirements. They have not ensured that the school's website fully meets requirements.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils told the inspector that they feel safe in school. All staff and parents who responded to Parent View agreed with this opinion.
- Pupils described the school as a fun place to learn. They learn how to stay safe in a variety of situations through lessons and assemblies. Pupils explained how they learn to stay safe when working online in school and at home. They showed a thorough understanding of e-safety and designed their own posters, which are displayed in school.
- Leaders check that adults are suitable to work in school. The record of these checks is accurate.

- Governors know their responsibilities to keep pupils safe from harm. Governors undertake safeguarding training. Leaders and governors ensure that child protection and safeguarding policies are updated at least annually and reflect the latest published guidance and requirements.
- Leaders ensure that staff have annual safeguarding training and regular updates so that they can recognise the signs and risks of harm. This includes risks of extremism and radicalisation. Consequently, adults are confident in referring concerns that they may have to the designated safeguarding leader.

Quality of teaching, learning and assessment

Good

- Teaching is consistently good. Teachers have high expectations that match those of leaders. Teachers and learning support assistants have very good subject knowledge. This enables them to use questioning with pupils to challenge their thinking and deepen their understanding. For example, in cases where this is most effective, teachers answer pupils' questions with further questioning that supports pupils to work out solutions for themselves.
- Pupils' language is enriched and developed throughout all aspects of the school day. Teachers explore definitions of unfamiliar words with pupils rather than choosing to use simpler vocabulary. As a result, pupils use mature language in their work and speech.
- Pupils respond quickly and respectfully to adults' instructions, with few reminders being needed. No learning time is lost because pupils have good attitudes to their work. Pupils enjoy being challenged with their work. For example, one pupil said, 'Everyone can improve. We're taken outside our comfort zone.'
- Pupils want to do well and they appreciate the variety of activities their teachers prepare for them. For example, pupils commented how much they had enjoyed making computer animations to demonstrate their learning about the planets. Their enjoyment was clear to see.
- In mathematics, teachers ensure that pupils practise and develop their understanding in different contexts. Teachers enable pupils to develop their fluency with number and problem-solving skills. Teachers provide regular opportunities for pupils to edit their work so that it improves.
- Teachers help pupils to develop a love of reading. Pupils enjoy choosing their own reading material, with guidance from staff when it is required. Pupils read with enthusiasm and expression appropriate to the subject matter of the text. Staff model how to read effectively. Pupils use their reading, writing and mathematics very well to access other areas of learning fully.
- Teachers set tasks for pupils in mathematics and writing lessons at various levels of difficulty. However, in most classes, all pupils start with the simplest task first. Consequently, the most able pupils do not spend long enough on work that challenges them.
- Teachers offer less challenge when pupils are learning about subjects other than reading, writing and mathematics. In the wider curriculum, all pupils in a class tend to be set the same work, which means that progress is limited. Learning in these subjects, such as history, geography and art, does not have such clear sequences of

learning. However, in pupils' books it is evident that most pupils are working within standards expected for their ages in all subjects.

- Teachers consistently give feedback to pupils in line with the school's policy. Pupils understand the policy and can explain how its use helps them to improve.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school and all that it offers them. One pupil referred to it as 'decent and improving' and positive relationships between pupils and adults are evident in every classroom.
- Pupils demonstrate mature confidence. They happily give and receive advice to each other about how to improve their work. They also recognise each other's strengths. For example, in assembly pupils identified classmates who had demonstrated resilience. They spoke clearly and confidently in front of the rest of the school.
- Pupils value the school's rural setting and relish opportunities to learn outside. For example, pupils planted trees and made dragon tails out of fallen leaves when they were learning about St George.
- Pupils demonstrate an excellent understanding of how to care for each other and respect the beliefs and cultures of others. Pupils discuss topics such as health and well-being in ways that are appropriate for their age. In lessons, they are encouraged to share their views and opinions and ask questions.
- Staff have an in-depth understanding of pupils and their needs. Pupils know they can talk about any problems or concerns that they have and that they will receive help. Staff sensitively provide emotional help for pupils so that they are ready to learn throughout the day.
- Pupils learn about, and participate in, democratic processes through selecting senior positions such as head boy. Pupils take on positions of responsibility and instinctively support classmates and other pupils with learning and play.
- A wide range of extra-curricular clubs, which are reviewed termly, allow pupils to pursue their personal interests. They are well attended.
- Pupils learn about the importance of physical activity and healthy lifestyles. They are less informed about mental health.
- Pupils have a thorough understanding of what bullying is and why it is wrong. Pupils say that bullying very rarely occurs. They are confident that senior staff tackle any incidents of bullying very effectively and that problems do not recur. Most parents who responded to the Parent View questionnaire agreed with this.

Behaviour

- The behaviour of pupils is good.
- Pupils usually behave very well and display positive attitudes at playtime and in lessons. A few pupils sometimes need reminding to listen to the teacher or to focus on their learning. They usually respond positively to being reminded. Conduct around the school is appropriate and polite. Pupils play, work and socialise together sensibly, regardless of their age. Pupils recognise the benefits of younger pupils working and playing alongside their older peers.
- Pupils spoken to during the inspection talked with a confidence that comes with feeling secure. They spoke maturely and politely. They greet adults and classmates with a combination of friendliness and respect.
- Overall attendance in the school is above the national average, which is a further improvement since last year. There is a very small proportion of pupils who are persistently absent. No groups of pupils are negatively affected by poor attendance.

Outcomes for pupils

Good

- Due to consistently effective teaching, most pupils currently in the school, including disadvantaged pupils, are making good progress in reading, writing and mathematics. Pupils with low prior attainment make very strong progress, enabling many to catch up with their peers.
- In 2018, all pupils in Year 6 reached the expected standard in reading, writing, mathematics and science by the end of key stage 2. This was a considerable improvement from previous years. The proportion of pupils reaching the higher standards was in line with that of all pupils nationally.
- The proportion of pupils attaining the expected standard in reading, writing and mathematics at the end of key stage 1 was in line with the national average last year.
- The proportion of pupils currently on roll working at the standards expected for their age or better is improving in every cohort. This is as a result of securely good and improving teaching, learning and assessment.
- In 2018, pupils' progress in reading, writing and mathematics by the end of key stage 2 improved so that it was average in all subjects. Work in pupils' books and the school's assessment information show that this improvement is continuing for current pupils.
- Pupils who have attended this school from early years to Year 6 make the strongest progress because they have had time to benefit from all that the school offers.
- Progress made by the most able pupils is not as strong in writing and mathematics as that of their peers. They do not always have enough time to spend on challenging activities, having first had to complete work that is too easy for them.
- Teachers model reading with expression for pupils and enthuse about texts shared in class. Pupils use and apply their reading skills appropriately in other parts of the curriculum. Pupils enjoy reading, laughing at humour within texts, demonstrating

appropriate levels of comprehension. They read with confidence and expression. Teachers guide pupils to choose books that are matched to current attainment in reading, so that pupils do not find them too easy or too difficult.

- Phonics teaching is accurate and helps pupils to use and apply their phonic skills to read unfamiliar words. The majority of pupils meet the threshold in the Year 1 phonics screening check. Pupils use phonic terminology, such as 'digraph' and 'phoneme', independently. This helps them to verbalise and embed their understanding.
- Current pupils with SEND make very strong progress, often from low starting points. They are well supported by staff, who know their needs and tailor the work accordingly for them.
- Disadvantaged pupils currently in the school typically reach standards that are in line with those of their peers.

Early years provision

Good

- The early years leader has high expectations and an excellent understanding of childhood development. This leads to the majority of children attaining a good level of development by the end of early years. The proportion is broadly in line with the national average.
- In early years, as in the rest of the school, questioning is used very well by adults to support children with solving their own dilemmas.
- Since the previous inspection, the outdoor area has been developed to be more attractive and to offer all areas of the early years curriculum. Advice was taken from specialists at the local authority. Children learn in a language-rich environment which encourages them to read new and familiar words. The leader has further plans for what to improve next to continue the development of the outdoor classroom.
- Adults in early years use their knowledge to plan activities that support all aspects of children's learning and development. Children who start school with a highly-developed area of learning are encouraged to use their skills to help their friends. They are also given opportunities to work alongside pupils in key stage 1.
- Adults support children's personal, social and emotional development well. They model how they expect children to treat one another with respect. As a result, children quickly form strong relationships with adults and their classmates. Their behaviour develops very quickly so that they have effective attitudes to school and learning by the start of Year 1.
- The leader has worked hard to encourage more parents to become involved in their children's learning. She has been successful in increasing the number who engage. However, fewer than half of children have their learning assessments supported by information from home on a regular basis. All parents attend opportunities to consult formally with the class teacher each term.
- The arrangements for safeguarding children are effective. Leaders make sure that all statutory requirements are met.

School details

Unique reference number	124604
Local authority	Suffolk
Inspection number	10088662

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	The governing body
Co-Chairs	Eddie Green and Jan Watson
Interim Headteacher	Rachel Forward
Telephone number	01473 658307
Website	www.ringshallschool.co.uk
Email address	admin@ringshall.suffolk.sch.uk
Date of previous inspection	8–9 March 2017

Information about this school

- This is a smaller than average primary school.
- The proportion of pupils who leave or join the school part way through their primary education is much higher than in most schools nationally. The majority of pupils travel to and from school by bus from the nearby army base.
- The proportion of disadvantaged pupils is below average.
- The school is currently led by an interim headteacher provided as part of the support that has been given by the local authority.
- The school is due to join Asset Education, a multi-academy trust, next term.
- The school is not compliant with requirements for the publication of specified information on its website, including full curriculum information, the impact of the PE and sport premium and the current pupil premium grant strategy.

Information about this inspection

- The inspector observed learning in all classes and in assembly.
- The inspector held meetings with the headteacher, assistant headteacher and other school leaders and teachers. She spoke to other staff informally.
- The inspector met with three governors together and spoke to another on the telephone. She also met with a representative of the local authority and spoke to the chief executive officer of Asset Education.
- The inspector looked at a wide range of pupils' work in books and around school.
- The inspector spoke informally to pupils in lessons, around school and at playtime. She met with a group of key stage 2 pupils who gave their opinions about what the school does well and what it can improve. Some pupils in Year 1, Year 2 and Year 3 read to the inspector.
- The inspector scrutinised a range of documentation relating to safeguarding, pupils' achievements, leadership and governance.
- The inspector spoke to parents on the playground at the start of the second day of the inspection and considered 15 responses to the online Parent View questionnaire.

Inspection team

Paula Masters, lead inspector

Ofsted Inspector

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