

Inspection of Ringwood Church of England Infant School

School Lane, Ringwood, Hampshire BH24 1LG

Inspection dates: 5 and 6 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils eagerly come to school each morning knowing that they will have an exciting and inspiring day ahead. The teachers have high expectations of what pupils will achieve in their learning. Alongside this, the school's values help pupils know how they should behave. As they learn to read and write, pupils strive to be courageous. They show love and respect to their friends and adults that help them. As a result, learning is calm and purposeful.

This is a school where pupils are cherished and nurtured. Everyone's differences, talents and interests are valued. As one pupil commented, 'It would be boring if we were just the same'. Pupils with special educational needs and/or disabilities (SEND) are particularly well supported by the staff and their friends. All pupils know that they must be kind to one another, and unkind behaviour is not tolerated. If there are any misunderstandings, pupils trust staff to help resolve them.

Pupils benefit from the vast range of opportunities that enrich their learning. The whole school community particularly appreciates the time they spend together. This includes joyous singing during time of collective worship, as well as memorable trips out to the local church and town.

What does the school do well and what does it need to do better?

Leaders, governors and staff are highly ambitious for every pupil in their school. This ambition is about more than academic success. The school's values and wider curriculum help pupils to be confident and to feel accepted. This is seen in the school's thoughtfully designed environment. For example, the recently refurbished classrooms in Reception give children the balance of being physically active with quieter spaces for talking and reading. As a result, children make a positive start to their schooling.

The carefully planned curriculum helps pupils connect what they learn in the different subjects to reach a better understanding of the world around them. In subjects such as history, pupils build their knowledge of significant events and people throughout key stage 1. Pupils can also talk about the history of many festivals as well as how their local town of Ringwood has developed over time. In a small number of subjects and in the early years, leaders are aware that some further developments are needed. These will ensure pupils are as confident across the whole curriculum.

All staff know that reading is central to every pupil's success. The school library sits at the heart of the school. Pupils can find a comfy seat or sit in the 'Reading Teepee' to enjoy a good book. In lessons, pupils are learning how to read through a planned phonics programme. The books they read help them to practise their sounds and letters. Pupils who find reading more difficult have a second session each day to help them catch-up quickly. Pupils enjoy their reading and look forward to the story

time at the end of each day. This focus on reading means that nearly all pupils leave the school as eager and confident readers.

Teachers carefully check what pupils have remembered from previous learning. Any gaps in a pupil's understanding are quickly acted upon. Specific support is given to all pupils to help them achieve well. This is particularly evident for pupils with SEND. For example, inspectors saw in mathematics how some pupils were given additional support and resources to help them keep up with their classmates.

Learning is fun and pupils are eager to take part. Many parents agreed with this in their responses to the online questionnaire, Ofsted Parent View. They described how their children always look forward to coming to school. Behaviour is therefore excellent, and attendance is high. Calm and patient support is given to any pupils who occasionally find controlling their behaviour more difficult. Well-trained staff have lunch in the 'Mole Hole' with pupils who need a calmer space at playtimes.

Leaders provide all pupils with a range of enriching experiences. Pupils are encouraged to find out about their local and global community and to consider what they can do to support it. Staff also spend time finding out about each pupil's individual interests and talents. Pupils can explore these in school and through the variety of after-school clubs that are on offer.

School leaders and staff are supported by a dedicated governing body. This support was particularly valued over the past year. Staff are overwhelmingly proud of their school. They know that leaders care about their well-being as well as their professional development. High-quality training gives teachers the knowledge and skills to continually refine the school's curriculum to meet the needs of all pupils.

Safeguarding

The arrangements for safeguarding are effective.

Staff build strong relationships with families as soon as pupils join the school. Regular and up-to-date training ensures all adults are constantly alert to any concerns about the safety and well-being of pupils. Swift action is taken when this is required. This includes working with external agencies as well as identifying valuable support offered within the local community.

Pupils feel safe and trust adults to listen to their concerns. The school's curriculum helps pupils identify possible risks and what action they should take if they are worried. This includes this term's focus on how to stay safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are aware that, in a very small number of subjects, further refinements are needed to embed the curriculum securely and consistently. This includes the

ongoing development of the early years curriculum in line with the new 'Statutory framework for the early years foundation stage'. Leaders must monitor this work carefully to ensure that pupils know and remember more across the whole curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116309
Local authority	Hampshire
Inspection number	10199381
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	256
Appropriate authority	The governing body
Chairs of governing body	Jane Warwick and Dani Davies
Headteacher	Hilary Silk
Website	www.ringwood-inf.hants.sch.uk
Date of previous inspection	8 March 2007, under section 5 of the Education Act 2005

Information about this school

- The school is a member of the Diocese of Winchester and has a Christian character. A section 48 inspection was carried out in March 2018. The school was graded outstanding.
- There is a resource-based unit for pre-school children who require intensive speech and language support co-located on the school site.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with senior leaders, staff, pupils and representatives of the governing body, including the co-chairs. An inspector also spoke with a representative from the local authority and from the diocese.

- The inspection team carried out deep dives in early reading, mathematics, history, and personal, social and health education. They discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.
- Inspectors considered the 92 responses to the Ofsted Parent View questionnaire, including 68 free text comments. They also took account of the responses to the confidential staff survey as well as the views of pupils that were gathered throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors viewed the school's website and policies, met with the designated safeguarding leaders, spoke with pupils and staff, checked the school's records of safeguarding checks carried out on adults working at the school and spoke with governors.

Inspection team

Aimee Floyd, lead inspector

Her Majesty's Inspector

Clare Vallence

Ofsted Inspector

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