

Inspection of Ringmer Primary and Nursery School

Harrisons Lane, Ringmer, Lewes, East Sussex BN8 5LL

Inspection dates: 28 and 29 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are very positive about their school. They describe it as friendly. Pupils like the range of lessons and the way teachers make them interesting. Pupils get the help that they need to learn well. Expectations are high and pupils strive to meet them.

Pupils feel safe. Bullying is rare and quickly addressed. Pupils think that behaviour has improved since the recent behaviour policy changes. They say that everyone is treated fairly. Pupils understand the importance of the school's values and how to demonstrate them. They are motivated by the associated rewards, such as recognition in the 'Funky Friday' assemblies.

Pupils benefit from a range of curriculum enrichment, such as trips to Glyndebourne to experience opera. Clubs are wide ranging, from sports, to a quilting club that makes a quilt to display at a national exhibition.

Right from the start in early years, children learn to be independent. They have fun working together to help tidy up after sessions. Pupils can take on positions of responsibility, such as being elected to the pupil governor board or volunteering to be a playground friend. Pupils talk with pride about serving the school in this way.

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

Since the last inspection, leaders have set about school development with determination, clarity and focus. Pupils, staff, parents and carers recognise the improvements that have been made. As one parent commented, the school has gone from, 'strength to strength'.

Leaders have constructed an ambitious curriculum which builds pupils' knowledge securely. Implementation of this curriculum is well underway. The curriculums for English and mathematics have been at the forefront. These subjects have been finely tuned through regular review.

Leaders are beginning to review and refine what is taught across other subjects as the two-year topic cycle continues. This is helping to make the curriculum in these subjects even more effective. Subject leaders have been well trained to help them undertake this task. Staff have the subject knowledge to deliver the curriculum confidently. They feel well supported.

Leaders have ensured that reading is a priority. Children start to explore rhymes and stories right from the start in nursery. As they move through early years and into key stage 1 they quickly master their phonics. Any pupils who struggle or start to fall behind are well supported to help them to catch up quickly. Texts that pupils meet in their learning have been carefully chosen. For example, pupil feedback was considered in selecting new books for the library. This, along with a wide range of

additional exciting experiences such as author visits, helps ensure that pupils develop a love of reading.

Teachers have high expectations of pupils. They use ambitious vocabulary and carefully constructed questions that routinely challenge pupils' thinking. Pupils are aware of the way their learning builds. For example, pupils practising a range of stitches explained they needed to master those skills to make pencil cases in a design technology project.

The curriculum in early years provides a secure foundation for later learning. For example, nursery children were beginning to explore a range of movements as they enjoyed going 'on a bear hunt' in the woodland. Staff use these types of activities well to build the beginnings of the physical education (PE) curriculum.

There have been a few recent leadership changes for pupils with special educational needs and/or disabilities (SEND). Despite this, leaders have ensured that the process for identifying and supporting pupils with SEND remains robust. Pupils with SEND have their needs met well. They enjoy learning across the curriculum. They gain confidence as they experience success. This prepares them well for the next stages of their education.

The school is a calm, orderly environment. Pupils interact well with each other during lessons and when playing outside on the playground. They are attentive in lessons. Pupils are keen to add in their observations or answer questions.

Pupils' spiritual, moral, social and cultural education weaves through all aspects of school life and the curriculum. Pupils have a strong sense of equality. A pupil explained that, 'You shouldn't treat anyone differently because of their backstory.' Pupils benefit from trips and visits that help their understanding of life in modern Britain. They spoke positively about a visit from their member of parliament and members of the local faith community.

Governors provide effective support and challenge for school leaders. They are ambitious for the school and its pupils. Governors ensure that they get the information they need, including visiting the school as appropriate, to help drive the school forward.

Safeguarding

The arrangements for safeguarding are effective.

Staff work effectively to help keep pupils safe. They are well trained to identify any concerns. Leaders ensure that these are acted on appropriately and that pupils get the help they need to stay safe. Leaders ensure that the curriculum is responsive to pupils' safeguarding needs. For example, online lessons during the pandemic were delivered in tandem with online safety. Leaders are keenly aware of listening to pupils and responding accordingly. For example, sessions have been delivered to

help pupils learn how to use privacy settings in some of the apps they told teachers that they use.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The ambitious foundation subject curriculum has not yet been fully implemented. As a result, pupils are not yet consistently developing deep connected knowledge. Leaders should ensure that subject leaders continue to get the support they need to further refine the curriculum in the foundation subjects.

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	114415
Local authority	East Sussex
Inspection number	10227283
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	353
Appropriate authority	The governing body
Chair of governing body	Anne Franklin
Headteacher	Anna Crompton
Website	www.ringmerprimary.school
Date of previous inspection	13 June 2019, under section 8 of the Education Act 2005

Information about this school

- At the time of the previous inspection, the headteacher had just joined the school. Since then, the leadership team has been developed and a range of new roles have been created.
- The school does not currently use any alternative provision.

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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the lead inspector met regularly with school leaders. The lead inspector met with governors and had a telephone conversation with a representative from the local authority.
- The inspectors conducted deep dives into reading, English, mathematics, PE, design technology and history. For each deep dive, the inspectors discussed curriculum planning with the subject leader, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils reading.

- Records associated with safeguarding were reviewed including the single central record and appointment procedures. The inspectors spoke to staff about their safeguarding training and spoke to pupils about the support they have in understanding how to keep safe.
- The inspectors reviewed responses to the Ofsted Parent View, pupil and staff surveys. An inspector spoke with some parents at the school gate.
- The inspectors met with groups of staff to discuss their views about the school, including workload and well-being. The inspectors met with several groups of pupils, as well as speaking to pupils during lessons and around the school.

Inspection team

Deborah Gordon, lead inspector	Ofsted Inspector
Stephen Jackson	Ofsted Inspector
Michael Eggleton	Ofsted Inspector

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