

Inspection of a good school: Ringway Primary School

Rossett Avenue, Cornishway, Wythenshawe, Manchester M22 0WW

Inspection dates:

25 and 26 January 2023

Outcome

Ringway Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and proud to attend this school. They know that staff have high expectations of what they can and should achieve. This encourages pupils, including those with special educational needs and/or disabilities (SEND), to have high expectations of themselves. Pupils achieve well.

Pupils have warm relationships with staff. They demonstrate positive behaviour. Pupils understand that staff expect them to behave well and treat each other with kindness and respect. Staff resolve any issues between pupils quickly, including incidents of bullying. Pupils, including children in the early years, feel safe at school. They know that staff will help them with any concerns they may have.

Pupils experience a wide range of extra-curricular activities, which enhances their learning. These include trips, such as visits to the library, visits from sports coaches and authors, and whole-school events such as a virtual art gallery. There are many clubs, which all pupils are encouraged to attend. Pupils can take up a variety of roles to develop their leadership skills, such as becoming eco-leaders, school prefects and members of the school council.

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

Leaders have designed an ambitious curriculum from the early years to the end of key stage 2. In most subjects, leaders have identified the knowledge they want pupils to remember across the breadth of each subject. However, in a few remaining subjects, this work is in its infancy. Leaders have not finalised what they want pupils to learn. In these subjects, on occasion, some pupils do not develop the broad base of knowledge they need to prepare them well for the next stage of their education.

Teachers are knowledgeable about the subjects they teach. They present information clearly and provide pupils with opportunities to practise what they have learned. In many subjects, teachers use assessment techniques well to check what pupils know and remember. Teachers use this information skilfully to identify and close gaps in pupils' learning. However, in some subjects, teachers do not routinely assess whether pupils have remembered the most important learning. As a result, teachers sometimes move on to new learning before pupils' knowledge is secure.

Leaders prioritise reading. They have ensured that staff are well trained to deliver the phonics programme effectively. Staff quickly identify pupils who need help with their phonics knowledge. This includes pupils who speak English as an additional language. Staff support these pupils to catch up quickly. Disruption due to the COVID-19 pandemic meant that some pupils did not make as much progress in reading as they should by the end of key stage 2. As a result, leaders have designed a programme of support for pupils in key stage 2 who need to further develop their reading knowledge. This programme is beginning to have a positive impact.

In the early years, staff help children to settle quickly into routines. The curriculum prepares children well for the demands of key stage 1. Staff have a sharp focus on developing pupils' communication and language skills, as well as their early understanding of number and shape.

Leaders quickly identify the additional needs of pupils with SEND. Staff are well trained in adapting their delivery of the curriculum so that these pupils can learn well alongside their peers.

Staff teach pupils to reflect on their own behaviour and the impact that it has on others. Disruption to pupils' learning in lessons is rare. Pupils enjoy receiving praise, rewards and certificates for making appropriate behaviour choices.

Leaders place a strong focus on pupils' wider development. Leaders have designed a suitable programme of activities and experiences for pupils. Pupils have a secure understanding of the differences between people and the importance of tolerance and respect. They learn how to keep themselves healthy and how to look after their mental well-being.

Leaders and governors know the school well. Leaders are mindful of the impact of any decisions they make about the workload of staff. Staff comment that their well-being is important to leaders. Leaders and governors are proactive in seeking the views of staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained and understand the procedures for reporting any concerns about pupils' welfare. Leaders have created comprehensive systems to record and monitor safeguarding concerns.

Staff support pupils and their families well to ensure they receive the timely help that they need. Leaders have positive and effective relationships with external agencies, and they do not hesitate to liaise with these partners when necessary.

Pupils learn how to keep themselves safe, including online and in the local community. They know who to talk to if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not finalised what they expect pupils to learn. As a result, some pupils do not develop a sufficiently broad range of knowledge. Leaders should ensure that they identify the essential knowledge they want pupils to learn and when this should be taught.
- In the same subjects, teachers do not use assessment strategies well to check on pupils' learning. As a result, teachers do not identify misconceptions and gaps in pupils' knowledge quickly or accurately enough. Leaders should ensure that as they finalise their curriculums, teachers understand how to use assessment strategies effectively to check that pupils' knowledge is secure.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2013.

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.

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

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| Unique reference number | 131931 |
| Local authority | Manchester |
| Inspection number | 10240478 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 465 |
| Appropriate authority | The governing body |
| Chair of governing body | Nicola Foster |
| Headteacher | Daniel Taylor |
| Website | www.ringway.manchester.sch.uk |
| Date of previous inspection | 14 June 2017, under section 8 of the Education Act 2005 |

Information about this school

- Since the previous inspection, a new headteacher and a new chair of the governing body have been appointed.
- Leaders do not make use of alternative provision.
- Leaders provide a breakfast club, which is open to all pupils every morning before the start of school.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector met with senior leaders, including the headteacher and a range of staff. She also spoke with members of the local governing body, as well as a representative of the local authority.

- The inspector spoke to pupils in all year groups about their experiences of school and their views on behaviour and bullying. She observed pupils' behaviour during lessons and social times.
- The inspector reviewed a wide range of documentation, including leaders' self-evaluation documents, improvement plans, minutes of governing body meetings and records of pupils' behaviour.
- The inspector reviewed a range of documentation about safeguarding. She met with leaders, staff and pupils to understand how pupils are kept safe.
- The inspector carried out deep dives in early reading, mathematics, and art and design. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and some pupils about their learning and looked at samples of pupils' work.
- The inspector considered the responses to Ofsted's questionnaire for parents, Parent View, including the free-text responses. She also considered the responses to Ofsted's online surveys for staff and pupils.

Inspection team

Charlotte Oles, lead inspector

His Majesty's Inspector

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