

Inspection of a good school: Ringshall School

Offton Road, Ringshall, Stowmarket, Suffolk IP14 2JD

Inspection date: 13 December 2023

Outcome

Ringshall School continues to be a good school.

The headteacher of this school is James Gough. This school is part of Asset Education, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Clare Flintoff, and overseen by a board of trustees, chaired by Simon Evans-Evans.

What is it like to attend this school?

Pupils are happy and proud to attend this school. They strive to embody the 'Ringshall Circle,' which focuses on pupils learning to be awesome, kind and to believe in themselves. They know discrimination is not tolerated and learn to celebrate cultural differences. Pupils develop positive relationships with others.

The curriculum promotes academic success. Pupils also seem to have a lot of fun in the process. They listen to teachers and work hard in lessons. Helped by their positive attitudes, pupils progress well through the curriculum.

Pupils respond positively to the high expectations of behaviour. Most pupils behave well in and out of lessons. One pupil, representing the views of many, stated that the school approach was 'strict in a good way'. Pupils feel safe at school.

Pupils' well-being is important. They receive high-quality support and are confident when asking adults for help. Pupils understand the importance of being physically and mentally healthy.

Children in early years have access to a wide range of learning opportunities. Older pupils enjoy a range of clubs and activities. Community links are strong, especially with the local army base. The visit from an Apache helicopter and crew was memorable for many pupils. These activities contribute well to pupils' wider development.

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

The school has created an ambitious curriculum. There is a high priority on developing reading, writing and mathematics. After a recent review, the curriculum was updated and

is now more challenging and engaging for pupils. Teachers have good subject knowledge. They receive a range of training opportunities via the school and trust.

The school has introduced mixed-year-group classes for some subjects. When this is the case, the planning and implementation of the curriculum in a few subjects are not as effective as they could be. Some lessons are not adapted to the needs of the pupils. This means that not all pupils retain the knowledge and skills they need to make strong progress.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Teachers use assessment and support plans to modify learning effectively so that pupils with SEND can access the same curriculum as their peers. Staff use questioning and other strategies to provide additional help that allows pupils to make effective progress.

The development of reading is a priority and a strength of the school. The school has adopted a systematic approach to the teaching of phonics. Staff have the expertise to teach this well. Teachers check on pupils' reading regularly. If necessary, pupils have extra focused reading sessions. Teachers ensure that books match the sounds that pupils know. Consequently, pupils can practise and develop their phonics knowledge. Pupils build on their prior learning, developing greater fluency as they go. The school promotes reading for pleasure effectively. Many pupils enjoy, and some love, reading.

Pupils usually behave well in lessons and there is little low-level disruption. Staff encourage pupils to understand and reflect on the causes and consequences of their actions. Most pupils make the right behaviour choices. A few pupils occasionally do not do so during playtimes and lunchtimes. The school is being proactive in providing extra activities at lunchtime. This encourages positive play.

The school has robust systems in place to encourage high attendance. The weekly presentation of the 'Attendance Cup' and regular communication with parents celebrate high attendance.

There is a broad programme to support pupils' personal development. This includes teaching pupils how to keep safe online, about forming positive relationships and helping pupils understand their emotions. Pupils learn about the different characteristics people might have. They are confident to be themselves and respect others. Pupils have opportunities to be responsible and develop leadership skills, for example as members of the eco-council. The school has various clubs to develop pupils' other interests, including sports and music.

Governors and the trust leaders know the school well. They provide challenge and support for school leaders. They want to provide the best opportunities for pupils. Staff appreciate the support from leaders, who are considerate of their workload. There is a positive working culture in the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the planned curriculum for mixed-year-group classes is inconsistent. The needs of pupils of different ages are not always met. This means not all pupils have the secure knowledge and skills required to progress to the next stage of their learning. The school should ensure that the curriculum is implemented as intended in all subjects and year groups.

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 first ungraded inspection since we judged the predecessor school, Ringshall School, to be good in June 2019.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147509
Local authority	Suffolk
Inspection number	10295120
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	Board of trustees
Chair of trust	Simon Evans-Evans
CEO of the trust	Clare Flintoff
Headteacher	Mr James Gough
Website	www.ringshallschool.co.uk
Date(s) of previous inspection	Not previously inspected

Information about this school

- Since the previous inspection, the school has joined the Asset Education Trust.
- Ringshall School converted to become an academy school in October 2019. When its predecessor school, Ringshall School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors held meetings with leaders, including the headteacher, the CEO of the trust, two local governors, the assistant headteacher, subject leaders, the business manager and the office manager.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; examined safeguarding records; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors reviewed a range of documents, including school policies, the school development plan, the self-evaluation form, minutes from meetings of the local governing body, and reports from reviews of the school carried out by the trust.
- The inspectors spoke with pupils to gather their views. The inspectors also took account of the six responses to Ofsted's pupil survey.
- The inspectors gathered parents' views by reviewing the 23 responses, including 13 free-text responses, submitted to the online survey, Ofsted Parent View.
- The inspectors gathered the views of staff by speaking to several of them and reviewing the 16 responses to Ofsted's staff survey.

Inspection team

Rob James, lead inspector

Ofsted Inspector

Andrew Hemmings

Ofsted Inspector

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