



# Ringstead Church of England Primary School

Inspection Report

**Unique Reference Number** 121989  
**LEA** Northamptonshire  
**Inspection number** 281148  
**Inspection dates** 13 June 2006 to 13 June 2006  
**Reporting inspector** Rajinder Harrison AI

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

<b>Type of school</b>	Nursery	<b>School address</b>	Church Street
<b>School category</b>	Community		Ringstead
<b>Age range of pupils</b>	4 to 11		Kettering, Northamptonshire NN14 4DH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01933 622734
<b>Number on roll</b>	110	<b>Fax number</b>	01933 623481
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Mrs Annett Ray

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 13 June 2006 - 13 June 2006	<b>Inspection number</b> 281148
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school is small in relation to other primary schools. Attainment on entry varies from year to year but is generally average. Eligibility for free school meals is low. The proportion of pupils with learning difficulties and disabilities is above average. The numbers of pupils moving in and out of the school at times other than the start and end of the school year are high. This is largely due to the school having a high number of children from Traveller families. Very few pupils are of minority ethnic origin. There have been a high number of staffing changes in the last three years. Following a period of temporary headteachers, the present headteacher, who is permanent, was appointed in September 2005.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school showing signs of improvement. This judgement matches the school's own analysis. The school provides satisfactory value for money. Pupils enjoy learning and behave well. Pupils start school with broadly average standards, although literacy and numeracy standards are less secure. By Reception, most reach expected levels. They make satisfactory progress as they move through the school. Pupils with learning difficulties and disabilities and those from the travellers' community make good progress because support for these pupils is good. Teaching is satisfactory. There is good practice in some classes but there are significant weaknesses in Year 2. Curriculum provision is satisfactory. However, lessons in subjects other than English and mathematics, particularly in Years 1 and 2, sometimes concentrate too much on developing pupils' literacy and numeracy skills at the expense of developing their knowledge and understanding in these subjects. Good assessment procedures are now in place but the information generated is not always used to set targets that challenge pupils sufficiently to raise standards further. Many pupils respond positively to the responsibilities placed on them to carry out duties around the school. The school provides a welcoming environment where pupils feel safe and valued. Parents speak favourably of the school and recent changes.

Following a high number of staff changes, the school is more settled now. The new headteacher has identified, accurately, areas that need attention and effective action is being taken to address issues. Improvement since the last inspection is satisfactory. Staff and governors have an accurate picture of the school's strengths and weaknesses, show a determination to make improvements, and have the capacity to do so.

### What the school should do to improve further

- Improve the quality and consistency of teaching, particularly in Year 2, so that achievement is raised for all pupils.
- Improve the way pupils' individual targets are set so that they are consistently challenged in all classes and ensure teachers' marking shows them how to improve their work.
- Ensure that other subjects are taught to the required depth when developing literacy and numeracy skills in these lessons, particularly in Years 1 and 2.

## Achievement and standards

### Grade: 3

Standards are average in Year 6 and pupils' overall achievement is satisfactory. The school met all its targets in 2005, although these targets were not overly challenging. However, because year group sizes are very small, there is variation from year to year. In addition, the school's data shows that the school regularly loses a few of its more able pupils at the end of Year 4 when they transfer to middle schools. While the pupils from travellers' families achieve well, when in school, because of the good arrangements to support them, their low attendance results in their attainment being broadly average.

Pupils with learning difficulties and disabilities make good progress because provision for them is good.

On joining the school in the Foundation Stage, children's skills and knowledge are broadly average in most areas of learning, although their literacy and numeracy skills are sometimes less secure. Children make satisfactory progress and most reach the expected levels by the end of the reception year. Overall progress from Years 1 to 6 is satisfactory, but it is slightly better in Years 3 to 6, where teaching is stronger. Standards in Year 2 are broadly average in reading and writing and mathematics. At the end of Year 6, standards are average in English, mathematics and science, and show signs of improvement.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development is satisfactory. Attendance overall is satisfactory. It is high for most pupils, but the figures are depressed by the low attendance of those from the Travelling community, an issue the school is trying hard to address. As a result of recent improvements, behaviour is now good. Pupils co-operate with each other well and the atmosphere in lessons is relaxed and friendly. They enjoy school and display positive attitudes to learning. They think the 'student of the week' is a really good idea as it helps them become more confident and responsible.

Self-confidence is also raised by opportunities to serve on the school council, to carry out duties around the school and to be involved in community events such as the Rose Queen Day. Pupils understand the importance of adopting safe practices and healthy lifestyles. For example, those in the reception class explain why exercise is important to make your heart work properly.

Pupils' spiritual, moral, social and cultural development is satisfactory. Good opportunities are provided for spiritual reflection in assembly and in the 'shine' club. Pupils consider the needs of those less fortunate than themselves by raising funds for charities. The school shares in and celebrates the culture of the Travelling community, and raises social awareness, for example, by inviting the local Member of Parliament to speak about his life. Pupils' awareness of the multicultural nature of British society could be improved. Good links are developed with the local sports college and the pupils have a satisfactory level of skills to move into the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory but variable between classes. In an excellent lesson in the Foundation Stage, the teacher's very good planning and high expectations of the children resulted in an enthusiastic response and very effective learning. In the good lessons, teachers encourage pupils to think for themselves, work is well matched to individual needs and learning is lively. However, teaching is not always effective in

Years 1 and 2. There were significant weaknesses in a numeracy lesson in Year 2, where activities were poorly planned. Many pupils failed to make adequate progress because they could not understand the tasks. New assessment systems are in place but are not yet well enough embedded to have had an impact on pupils' learning. The marking of pupils' work is inconsistent, but where used well, pupils are shown how to improve their work. Learning assistants work well with small groups, and pupils with learning difficulties and disabilities are effectively supported. Good specialist support helps pupils from Traveller families make good gains in their learning.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. Teachers plan an interesting range of activities to ensure that the needs of all ability groups are considered. Pupils are further stimulated by visits, for example, to a Viking museum and the experience of a 'Roman day.' Specialist staff provide expertise that helps pupils from traveller families and those with special educational needs to make good gains in their learning. The focus on the teaching of literacy and numeracy, particularly through other subjects, is good. However, this approach, particularly in Years 1 and 2, results in these other subjects not always being taught in sufficient detail. A good range of out-of-school activities, including gardening, choir and athletics, extends pupils' skills and interests and positively contributes to their personal development. An effective programme of personal, social and health education helps pupils learn about keeping fit and healthy and the dangers of misuse of drugs.

## **Care, guidance and support**

### **Grade: 3**

The care, guidance and support for all pupils are satisfactory. Pupils feel valued because they say they are 'part of a family here.' They report that bullying is virtually non-existent but know it would be dealt with by the staff if it were to occur. Trusting relationships allow pupils to feel confident in approaching any member of staff if problems arise. Parents feel their children are well cared for. Staff know the children well and are sensitive to the needs of individuals, particularly those who sometimes need extra help and attention. Pupils from the Travelling community are very well supported and this helps them achieve well. There is a strong commitment by all staff to the promotion of healthy and safe lifestyles, supported well by the ideas and work of the school council. The arrangements for safeguarding children are secure. A good start has been made on a new system to monitor pupils' progress, and some teachers have introduced target setting so that pupils understand what they are expected to work at, but the practice is patchy and targets often lack challenge.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Pupils and parents speak favourably of recent changes and there is now a productive atmosphere in the school. The school is rightly proud of its commitment to ensuring that the needs of individuals and vulnerable groups are met well. The headteacher has instigated a range of procedures and strategies which staff feel are giving them a clear sense of direction, but much is still new and has not had time to have a significant impact on raising achievement. However, the monitoring of teaching is rigorous and has identified accurately where weaknesses exist. Co-ordinators are beginning to take a role in checking that work is appropriately matched to pupils' needs but practice is variable.

The school has produced a fairly accurate evaluation of its strengths and weaknesses and there is a clear focus on driving up standards. The school's 'change team,' where there is representation from parents and others with an interest in the school, meets regularly to discuss developments. The school improvement plan identifies appropriate priorities that include addressing weaknesses in teaching. Governors are aware of the action being taken by the headteacher and other staff to improve provision. The finances set aside are to be spent this summer on major building works that will benefit all pupils. The school provides satisfactory value for money.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

I am writing to tell you all about the visit that we made to your school recently. If you remember, we came to look at all the work that you were doing and to talk to you and your teachers. We enjoyed meeting you and thought you were very friendly, polite and well behaved. Thank you for talking to us. We found out many interesting things about your school in the very short time we had there. These are:

You like school and many of you are good at attending regularly.

You like your teachers and other helpers and always try to do your best.

You are kind to each other and help each other sensibly.

You think of others less fortunate than yourselves by raising funds for charities.

Those of you who are on the school council listen to your friends and discuss things that help you improve the school.

Your teachers organise interesting clubs and trips for you to take part in.

You are learning to become fit and healthy.

While these are some of the good things, we think there are some things that the school could do even better. We have suggested:

That teachers work harder to make lessons better, especially for those of you in Year 2.

That teachers give you really challenging targets and show you how to improve your work when they mark your books so that you can do even better in your lessons.

That you spend more time doing subjects like history and geography as well as literacy and numeracy so that you can learn even more, especially those of you in Years 1 and 2.

We are sure you can do really well if you receive this help. Please remember to always try to do your best and carry on enjoying your school days.