

# Ringstead Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	121989
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	327615
<b>Inspection date</b>	9 June 2009
<b>Reporting inspector</b>	Alison Cartlidge

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	110
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diane Kirby
<b>Headteacher</b>	Annette Ray
<b>Date of previous school inspection</b>	13 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Church Street Ringstead Kettering NN14 4DH
<b>Telephone number</b>	01933 622734

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<b>Age group</b>	4–11
<b>Inspection date</b>	9 June 2009
<b>Inspection number</b>	327615

**Fax number**

01933 623481

<b>Age group</b>	4-11
<b>Inspection date</b>	9 June 2009
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Pupils come to this small primary school from the village of Ringstead and the surrounding area. The proportion of pupils eligible for free school meals is below average. The school has a well above average proportion of pupils with learning difficulties and/or disabilities. Most of these pupils have moderate learning difficulties. All four classes have two year groups. Provision for the Early Years Foundation Stage is in one Reception and Year 1 class. There is considerable mobility of pupils and many join the school other than in the Reception Year. Most pupils are of White British origin, with just under a fifth being from Traveller communities. There have been several recent changes to the governing body, senior management team and teaching staff.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Pupils from a wide range of backgrounds are given a friendly welcome at this satisfactory and rapidly improving school. Pupils' good personal development and well-being help them to enjoy school and to learn how to work together sensibly. Children make a sound start to their education in the Reception Year. In Years 1 to 6, satisfactory teaching enables most pupils, including those with learning difficulties and/or disabilities, to make at least the expected progress across the school and to achieve satisfactorily. Standards vary slightly by the end of Year 6, due to high pupil mobility and the varied composition of the small year groups. Standards are broadly average overall, with English being slightly stronger than mathematics and science. The school sets realistic targets for pupils and has started to increase the level of challenge across the school. Improving progress in English has been a successful whole-school focus, and leaders are now developing mathematics. New strategies to support pupils' mental mathematics are starting to increase the rate of pupils' progress in this subject. Leaders are right to identify that pupils do not have enough opportunity to apply their mathematical knowledge when working in other subjects, especially in science. Traveller pupils learn quickly, because they are supported well and are fully integrated into school life.

Pupils make a good contribution to the community by helping each other and their teachers. For example, the school council wrote a leaflet to help prevent bullying. Pupils' behaviour is satisfactory, because whilst pupils behave well most of the time, they do not always work hard when they are not being closely supervised. Their preparation for the next stage of education and later life is satisfactory. They make sound progress in developing basic skills and learn how to respect each other.

Care, guidance and support are good. Enthusiastic members of staff support pupils' pastoral needs well by having good relationships with them. Teachers assess learning carefully and are starting to encourage pupils to take the initiative for their learning. For example, in Years 3 to 6, pupils follow tips from 'stuck duck' before asking the teacher for help. Teachers explain tasks clearly. However they do not always make it clear enough to pupils of differing abilities what they are expected to achieve in each lesson so that they can be fully involved in their learning and make fast enough progress. The satisfactory curriculum makes good provision for pupils' social development, and practical activities add to the pupils' thorough enjoyment of school. Pupils develop a good understanding of safe and healthy lifestyles. They know how to use the internet safely and talk confidently about the benefit of healthy food and exercise.

Leadership and management are good. The headteacher, governors and other leaders have ensured that the school has continued to run smoothly during the recent staffing changes. Leaders know how to improve the school, and recent strategies are beginning to increase pupils' progress well, demonstrating that the school has a good capacity to improve further. Leaders are rigorous in checking that teaching and learning are consistent across the school and there is clear evidence that they are having a positive impact. Leaders are aware that the vast amount of information accumulated on how well pupils are doing is not in a form that makes it easy to monitor progress over time to identify and rectify dips in progress swiftly. The school has sound relationships with parents to support the pupils' well-being. Most parents are pleased with the school. They make positive comments such as, 'The atmosphere at the school is very calm and welcoming' and 'I feel the school has improved a great deal over the last few years'. These comments reflect what the school is already doing well.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

On entry to the Reception class, whilst the majority of children are working at the levels typically expected for this age group, there is a wide variation in their capabilities. All children, including those with learning difficulties and/or disabilities, make at least satisfactory progress, and standards are slightly below average when children start in Year 1. Satisfactory teaching ensures that children learn at a steady rate. They develop literacy skills especially well, because members of staff concentrate well on supporting basic skills in this area of learning by working closely with small groups of children. Children's personal development is satisfactory. They behave well and play and work together sensibly, although some children do not always persevere when working independently on activities.

Good relationships support the children well and a calm atmosphere in lessons helps them to gain confidence. Assessment is used well to plan activities, although some activities that children have chosen for themselves lack a clear focus or have insufficient resources to move their learning forward quickly. Good induction arrangements ensure that the children's welfare is supported effectively. Leadership and management are satisfactory. Leaders work together closely to identify gaps in provision. For example, they have been increasing the use of the newly developed outdoor area. They have suitable plans to use assessment information in greater detail to identify trends and differences between groups of children.

### What the school should do to improve further

- Increase progress in mathematics by giving pupils greater opportunities to use and apply their mathematics skills when working in other subjects, especially in science.
- Involve pupils more in their learning by showing those of differing ability what they are expected to achieve in each lesson.
- Organise assessment information in a way that enables all leaders to see at a glance how well pupils are progressing so that dips in performance are dealt with more swiftly.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory from their exceptionally wide range of starting points. Standards vary because year groups are small and there is high mobility at the school. Nevertheless, by the end of Year 6, standards are broadly average in most years. Standards in English are slightly higher than in mathematics and science. This is because there has been a successful whole-school focus on improving writing. In mathematics, the school has recently brought in daily sessions to help improve pupils' mental mathematics, and leaders have correctly identified the need to provide more opportunities for pupils to apply their mathematical knowledge in other subjects, especially science. All pupils, including those with learning difficulties and/or disabilities, make at least satisfactory progress. Recent intervention strategies to support pupils who have fallen behind in their learning are starting to have a positive impact. Pupils from Traveller communities are supported well and are fully integrated into all aspects of school life, enabling them to make good progress during their time at the school.

## Personal development and well-being

### Grade: 2

Pupils from differing backgrounds play and work together harmoniously. Behaviour is only satisfactory because whilst pupils behave well most of the time, they sometimes find it difficult to stay on task when they are not being supervised closely by a member of staff. They listen well in most lessons and work together sensibly in pairs and small groups. The below average attendance is not a true reflection of the pupils' thorough enjoyment of school but is due to the lifestyles of some parents. Pupils enjoy the full range of activities provided and especially enjoy meeting their friends.

Pupils' spiritual, moral, social and cultural development is good overall. Pupils reflect sensibly on their personal development and academic achievement and have a good awareness of the difference between right and wrong. They understand the Traveller way of life, but not all pupils have a good awareness of other cultural differences in modern society. Pupils contribute to the community well and they carry out their responsibilities diligently. The school council is proud that they help to raise funds for charity, and older pupils enjoy acting as buddies to children in the Reception Year. The eco council are pleased that they have purchased equipment to make a nature trail.

Pupils are knowledgeable about how to stay safe and healthy. They take part in a range of sports and can point out foods in their lunchboxes that are healthy. They know that they need to take care when using the internet and know about the dangers of misusing drugs.

## Quality of provision

### Teaching and learning

#### Grade: 3

Members of staff form good relationships with the pupils, enabling them to boost the pupils' confidence and self esteem. Teachers provide clear instructions for tasks, although they do not always make it clear what they are expecting pupils of differing ability to achieve in a lesson, and this slows progress. Teachers use praise well to encourage the pupils and 'talking partners' help to involve all pupils in discussions. However, occasionally teachers allow too long for whole-class discussions and do not always do enough to ensure that pupils stay on task when they are working independently. Teachers make good use of skilful teaching assistants to work with small groups of pupils. This is becoming increasingly more successful for pupils with learning difficulties and/or disabilities and continues to be effective for pupils from the Traveller community.

### Curriculum and other activities

#### Grade: 3

The curriculum provides pupils with some interesting experiences, helping them to enjoy school. Pupils particularly appreciate practical activities such as mathematics games. The curriculum supports satisfactory progress in developing basic skills. The school is improving the curriculum to provide greater opportunities for pupils to use these basic skills in other subjects. In particular, leaders know that currently there are too few opportunities for pupils to use and develop their mathematics in science work. The school has adapted intervention programmes to help pupils with learning difficulties and/or disabilities and these are starting to move learning forward more quickly than in the past. The school works closely with the Traveller Education Service to

ensure that the culture of Traveller pupils is incorporated into topics and that they make rapid progress.

The school provides a suitable range of clubs and other activities, and support pupils' personal development well.

## **Care, guidance and support**

### **Grade: 2**

There are good systems for supporting pupils' well-being and safety and, as a result, pupils say that they feel safe and happy in this friendly school. Arrangements for safeguarding pupils were securely in place at the time of the inspection. The school works closely with external agencies to support pupils who are finding life difficult or do not always come to school regularly enough. The school is working hard to involve parents more fully in their children's education by inviting them to come to school to work alongside their children or to learn how to help at home.

Assessment procedures have recently been strengthened. Teachers are using the information on pupils' progress to match tasks to pupils' differing needs more closely than in the past. The academic guidance provided through teachers' marking often shows pupils how to improve their work and pupils know their targets, although teachers do not consistently make clear to pupils of differing ability what they are expected to achieve in a particular lesson.

## **Leadership and management**

### **Grade: 2**

The headteacher, governors and other leaders have a shared commitment towards increasing pupils' progress. The school's systems for self-evaluation are good, enabling leaders to have a realistic view of school effectiveness and a clear understanding of what they should do next. The governing body and senior management team have several new members and are driving the school forward more quickly than in the past. Governors have enhanced staffing to carry out administrative tasks, freeing up the headteacher to concentrate on improving teaching and learning. Teaching and learning are now being monitored rigorously and there is clear evidence in lessons of the positive impact of advice given to teachers. Strategies to raise attainment in writing and mathematics are starting to have a positive impact on pupils' progress. The school sets and mostly achieves realistic targets and is starting to set more challenging targets from year to year. Leaders are aware that the wealth of information on pupils' progress is not in a form that makes it easy to see at a glance how well pupils are doing over time, and there are suitable plans to put this right.

The school's contribution towards community cohesion is satisfactory. Leaders have carried out an audit of current provision and ensure that the cultures of pupils within the school are understood and celebrated. Leaders are aware that pupils' awareness of other cultures is not extended enough and have plans to forge global links with a school in Africa.

Governance is good. Governors are supportive and knowledgeable about the school and fully involved in school improvement. They have clear plans to increase their involvement in forging stronger links with parents who are hard to reach.



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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

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

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear Pupils Inspection of Ringstead Church of England Primary School, Kettering NN14 4DH

- Thank you for welcoming us to your school and for sharing your work with us. Your school provides you with a satisfactory education. Here are some points about your school:
- You make satisfactory progress during your time at the school.
- You enjoy school and you take responsibility well. The school and eco councils are doing a good job in helping to make the school even better.
- Teaching is satisfactory. Teachers work hard to help you learn interesting things.
- You study a range of topics, and particularly enjoy the practical activities planned by teachers and teaching assistants.
- The adults in the school care for you well and help you when you are finding life difficult.
- Your headteacher and other leaders know how to make your school better.

What we have asked your school to do now

- Help you to do better in mathematics by giving you greater opportunities to use and apply your mathematics skills when working in other subjects, especially in science.
- Involve you more in your learning by showing you all what you are expected to achieve in each lesson.
- Organise information on how well you are doing in such a way that leaders can see at a glance if some of you are not learning quickly enough.

What you can do to help your teachers

- Try to come to school more regularly and work hard even when you are not being closely watched by teachers and teaching assistants.

We thoroughly enjoyed talking with you about your work and watching you learn. We are glad that you enjoy coming to this happy school and wish you well for the future.

■ Yours faithfully

Alison Cartlidge

Lead inspector