

# Ringway Primary School

## Inspection report

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|--------------------------------|--------------------|
| <b>Unique Reference Number</b> | 131931             |
| <b>Local Authority</b>         | Manchester         |
| <b>Inspection number</b>       | 341253             |
| <b>Inspection dates</b>        | 18–19 January 2010 |
| <b>Reporting inspector</b>     | David Law          |

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

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| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 3–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 206  |
| <b>Appropriate authority</b>               | The governing body                                     |
| <b>Chair</b>                               | Ms R Brett   |
| <b>Headteacher</b>                         | Miss N Forkan  |
| <b>Date of previous school inspection</b>  | 5 February 2007  |
| <b>School address</b>                      | Rossett Avenue<br>Cornishway<br>Wythenshawe<br>M22 0WW |
| <b>Telephone number</b>                    | 0161 4371899   |
| <b>Fax number</b>                          | 0161 4371899   |
| <b>Email address</b>                       | head@ringway.manchester.sch.uk                         |

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and observed ten teachers. Approximately 60% of inspection time was spent looking at learning. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, spending time in classes to look at samples of pupils' books and to talk to pupils about their learning. They took account of teachers' assessments of pupils' progress and looked at the school improvement plan and information from school self-evaluation. The views of 43 parents and carers expressed in their questionnaires were taken into account together with the views of pupils.

- how well individuals and groups of pupils are learning and the progress they are making
- the quality of teaching and of the curriculum in helping pupils to achieve
- the effectiveness of leadership and management in raising achievement.

## Information about the school

This is an average size school. The proportion of pupils known to be eligible for free school meals is well above average. A below average proportion of pupils is from minority ethnic groups. There are few for whom English is not their first language. The proportion of pupils with special educational needs and/or disabilities is above average but the proportion with a statement of special educational needs is average. Since the last inspection there have been significant changes of staff. This includes a new headteacher and deputy headteacher and three recently appointed teachers at Key Stage 2. The school makes provision for a breakfast club at the start of the day. The school has achieved the Active Mark Award and the Healthy Schools Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. It ensures that pupils are safe and secure at all times and promotes good levels of personal development. Pupils get on well with each other and behaviour is good in lessons and around the school. Strong links with a range of partner agencies are effective in promoting pupils' well-being. Parents are very supportive and appreciate the attempts to involve them in their child's education. One said, 'My child looks forward to coming to school each morning and we are involved in everything that is going on.'

Attainment is rising. After two years when it was below the national average, it rose in 2009 to being broadly in line with average. This was a result of an increased focus placed on academic performance within the school. Given the below typical starting points to school, attainment at Year 6 represents satisfactory achievement overall. Progress is improving and is now satisfactory. Despite this, progress in reading and writing, although satisfactory, is not as strong as in mathematics. Pupils have limited opportunities to apply these key skills in other subjects and are not always sure of their personal literacy targets. The more able pupils in particular could do better.

The quality of teaching and learning is satisfactory. Teachers explain things well and the best lessons have a lively pace. There are appropriate systems to track pupils' progress and these give senior leaders a sound strategic view of progress across the school. However, assessment information is not used consistently by teachers to challenge the more able pupils. Teaching assistants are supportive of pupils, particularly of those with special educational needs and/or disabilities. Attendance, although improving as a result of the school's considerable efforts, remains below average. The learning of these pupils is adversely affected.

Leadership and management including governance are satisfactory. The headteacher and deputy work well together and have the ambition to drive the school forward. Their success is seen in the improving progress and achievement currently occurring across the school. The school is improving and has a secure system for evaluating its performance which identifies the most relevant areas for improvement. There is a commitment to develop the staff through focused training and involving them in all aspects of management. These factors, coupled with the senior leaders' resolve to tackle weaknesses, illustrate a satisfactory capacity for improvement in future.

## What does the school need to do to improve further?

- Improve achievement and progress by:

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- improving the use of assessment by teachers so that the more able pupils are consistently challenged.
- adapting the curriculum so that pupils have more opportunities to develop and apply their reading and writing skills in a wide range of subjects.
- Further improve attendance so that it reaches at least average levels by rigorously tracking and supporting the most persistent absentees and their families.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Achievement is satisfactory and in their lessons most groups of pupils, including those with special educational needs and/or disabilities, make satisfactory progress. They show good levels of concentration and effort and are keen to learn. Attainment is rising and progress accelerating after a time when they were not good enough. Attainment is currently broadly average by the end of Year 6 although too few of the more able achieve as well as they could. For a large majority, progress in reading and writing is not as brisk as in mathematics. Boys read and write less well than girls. The school has put strategies in place to improve writing. These are effective in enabling pupils to write for a range of purposes in their literacy lessons. The opportunities they have to apply these key skills in other situations, for example in subjects other than literacy, are limited. Although there was some improvement in the proportion of pupils reaching higher levels in the 2009 national tests, this remains below average.

Pupils have a good understanding of how to live healthily and were seen participating with enthusiasm in physical education lessons. They are keen to take responsibility and their contribution to the school and wider community is satisfactory. For example, pupils on the school council take their responsibilities seriously. Spiritual, moral, social and cultural development is satisfactory and pupils think about the needs of others as well as themselves. The most recent data show that the school has made some good improvements in reducing both the overall rate of absence and the amount of persistent absenteeism. However, despite this success, attendance remains below average. Pupils' good attitudes to learning and their keenness to take on responsibility illustrate that they are developing the personal qualities needed to equip them for the next stage of their education.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 3        |
| The quality of pupils' learning and their progress  | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 3        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 4        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>3</b> |

### How effective is the provision?

Inspection findings showed that teaching is satisfactory, promoting satisfactory learning in lessons. Teachers and other adults skilfully manage pupils' behaviour in lessons and this, together with good relationships and effective organisation, underpins the satisfactory quality of teaching. The objectives set for lessons are clear and teachers' ability to question pupils is good. This is often used to develop good class discussion and in the best lessons this proceeds at a brisk pace. However, the most able are not always challenged because assessment is not used well enough to match learning closely to their needs. Teaching assistants are supportive, in particular to the learning of pupils with special educational needs and/or disabilities.

The curriculum is satisfactory which contributes to pupils' satisfactory achievement. It has strengths in the positive impact on learning of visitors to the school. For example, during the inspection, pupils in Year 6 were visited by local magistrates and were able to learn about the law. Good care, guidance and support contribute well to pupils' personal development. Potentially vulnerable pupils are identified quickly and action taken promptly to support them. For example, pupils at risk of exclusion because they find it hard to manage their behaviour are encouraged and included through effective counselling. The assessment of pupils with special educational needs and/or disabilities is thorough and support well targeted. There are good links with secondary schools that enable a smooth transition to the next stage. Transition from the Early Years Foundation Stage to Year 1 is well organised and the curriculum is planned efficiently across these key stages.

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*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

**How effective are leadership and management?**

The headteacher has been tenacious in managing changes of staff whilst keeping in view the need to raise standards. Through monitoring activities such as lesson observations and scrutiny of pupils' work there is a secure understanding of how well the school is doing. This is reported to governors and they are able to support and challenge the school to improve but they do not yet have systems to gather their own evidence first hand. The senior leadership team is recently established and a number of teachers are recently qualified; many are therefore at an early stage of developing their leadership skills. All are keen to take responsibility but the impact of this on pupils' progress is currently satisfactory rather than good. However, there is evidence of improvement – inspectors saw this in pupils' writing in Years 1 and 2 and the eagerness to learn in Year 6 where pupils have experienced significant changes of teacher during the course of Key Stage 2. All staff are eager to learn, for example about how to teach phonics and improve reading. Systems to tackle discrimination ensure equal opportunity for all groups of pupils to learn. Good safeguarding procedures ensure pupils are safe and secure in the school. For many it is a haven where their personal development thrives. Good links with a range of partners, including health and social care professionals, enhance pupils' well-being. There are also links with the airport to extend pupils' knowledge of the world of work. The school makes a satisfactory contribution to community cohesion. Pupils relate well to each other and there are strategies to engage the immediate community and places further afield that are different. Good engagement with parents and carers is summed up by one who said, 'The teachers make you feel very welcome and do a great job with the children.' The school is committed to promoting equality of opportunity and works with pupils to remove any racism. Given the current outcomes in the school and the quality of provision, the school is giving satisfactory value for money.

*These are the grades for leadership and management*

|   |          |
|---|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning                      | 3        |

| <b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b><br>Please turn to the glossary for a description of the grades and inspection terms |          |
|---|----------|
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>              | <b>3</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>   | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>   | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>  | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>   | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>  | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>   | <b>3</b> |

### Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills below the level of those expected at this age. They make good progress in their learning and particularly in their social and emotional development. Most enter Year 1 with attainment broadly in line with expectations, but for a significant minority key reading and writing skills remain below average. The children in the Nursery and Reception years are together in a single unit which is warm, welcoming and stimulating. Adults are adept at assessing children's needs and in using this to plan learning. Children grow in confidence, work and play well with others and express their thoughts knowing that adults listen carefully to them. Good teaching is evident and is particularly effective in developing the key skills of speaking and listening. There is a good balance between the activities children choose for themselves and those led by adults. The rooms are very well organised and children have ready access to all the resources they need to learn. They show immense enjoyment when in the excellent outdoor area: for example, when riding their bikes and showing good sense in stopping for the child who is the 'lollipop lady.' The unit is well led and managed and all adults work together as a team. There are very good links with parents and carers: for example, they have good opportunities to contribute to the assessment of their child's progress. One said, 'My son settled really well and comes home from school a happy little boy.'

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |



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## **Views of parents and carers**

Parents and carers are very supportive of the school and comment that they find teachers to be approachable and helpful. They feel their children are safe when in school and enjoy being there. A number commented on how well informed they are and have opportunity to become involved. Inspectors agree with these views. A few parents and carers wanted more time for their child to get to know the teacher when they moved to a new class. One felt that behaviour was not always acceptable. Inspectors saw that there are good arrangements to support transition as pupils move through the school. Behaviour during the inspection was good in classrooms and around the school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ringway Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 32             | 74 | 10    | 23 | 0        | 0 | 1                 | 2 |
| The school keeps my child safe  | 29             | 67 | 13    | 30 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 28             | 65 | 12    | 28 | 2        | 5 | 0                 | 0 |
| My child is making enough progress at this school   | 25             | 58 | 16    | 37 | 1        | 2 | 0                 | 0 |
| The teaching is good at this school   | 29             | 67 | 13    | 30 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning  | 23             | 53 | 17    | 40 | 2        | 5 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 26             | 60 | 15    | 35 | 1        | 2 | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 17             | 40 | 24    | 56 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs  | 21             | 49 | 20    | 47 | 1        | 2 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 21             | 49 | 19    | 44 | 1        | 2 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 25             | 58 | 16    | 37 | 1        | 2 | 0                 | 0 |
| The school is led and managed effectively   | 25             | 58 | 16    | 37 | 1        | 2 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 28             | 65 | 14    | 33 | 0        | 0 | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Dear Children

The other inspectors and I enjoyed our visit and you made us feel very welcome. Thank you for contributing to the inspection by being eager to talk to us. We found that your school is providing you with a satisfactory education.

You told us that you like school and feel safe there. One of you said, 'My teachers are kind and helpful and I enjoy school a lot.' We were impressed by your good behaviour and the way you try your best in lessons. This helps you to make satisfactory progress in your learning. We were pleased to see that you understand the importance of healthy eating and like to take part in sport. You are proud of your achievements and many of you said how much you enjoy art and numeracy. The teachers and other adults take good care of you. They are keen for you to do well and they work together as a team. You have many exciting things to do such as learning to speak Spanish and playing music. The leaders of your school are determined to keep on improving things.

We want the school to improve three things. First, we want you to improve your ability to read and write because this is important for your future. We think you should have more opportunities to use your skills of reading and writing in subjects other than literacy. Second, those who find learning easier need better support and challenge to do even better. Finally, attendance is too low and needs to improve. We know that some of you have good attendance because we saw certificates awarded for this during assembly. Unfortunately, not everybody attends regularly and you cannot learn well if you miss time at school.

I hope you will play your part in helping to bring about these improvements by continuing to work hard to achieve your targets. Best wishes for the future.

Yours sincerely

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