

Ringway Primary School

Rossett Avenue, Cornishway, Wythenshawe, Manchester, M22 0WW

Inspection dates

27–28 February 2013

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The achievement of all groups of pupils has improved since the last inspection. Reading, writing and mathematics scores have shown steady improvement over time and are now above national averages.
- Pupils who are not achieving as well as their peers are identified quickly. Additional support ensures that by the end of Year 6 all groups of pupils achieve equally well.
- Teaching is now good. The lessons teachers plan are interesting and use exciting resources which make pupils keen to learn.
- Teaching assistants work closely with class teachers to support pupils to reach their potential.
- A few pupils, particularly disabled pupils and those with special educational needs, are making exceptional progress from their starting points.
- Children get a good start to their education in the Early Years Foundation Stage, through good quality teaching, and indoor and outdoor activities.
- Governors have high expectations for the school and use a wide range of experts to help them get a clear view of its progress.
- Behaviour around the school and in lessons is good. Pupils feel safe and have good relationships with staff and each other.
- The headteacher and senior leadership team have secured significant improvements in attendance, achievement and the quality of teaching and are making sure that the school continues to improve.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching and a small proportion requires improvement. In some classes, pupils spend too long listening to teachers. Marking is not always helpful enough. There are insufficient opportunities for pupils to develop their writing skills in subjects other than English.
- Subject leaders do not have enough responsibility for checking on teaching and learning and for leading improvement.

Information about this inspection

- The inspectors observed 14 lessons and two assemblies.
- Inspectors visited the school's breakfast club and its 'mums and toddlers' group and spoke to parents as they collected pupils at the end of the school day.
- Meetings were held with pupils, subject leaders, governors, the local authority quality assurance agent, an external school improvement consultant working with the school, the Early Years Foundation Stage leader and the special educational needs coordinator.
- A wide range of the school's documentation was analysed, including the school's view of its own performance (self-evaluation), the school development plan, subject coordinator files, minutes of governing body meetings, documents describing the checks made on teaching and pupils' progress, records of pupils' progress and documents relating to safeguarding arrangements..
- Samples of pupils' books were analysed.
- There were not enough responses to the on-line questionnaire (Parent View) for the results to be displayed.

Inspection team

Rebecca Lawton, Lead inspector

Additional Inspector

Derek Pattinson

Additional Inspector

Full report

Information about this school

- The school is an average sized primary school, with a steadily increasing number of pupils. It has recently increased to one and a half form entry in the Reception Year.
- The proportion of pupils known to be eligible for the pupil premium is more than double the national average.
- The proportion of pupils supported by school action, school action plus and a statement of special educational needs are above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club for pupils and a group for mothers and toddlers.

What does the school need to do to improve further?

- Further improve the quality of teaching so that all is good and more is outstanding by:
 - reducing the time pupils spend listening to teachers, in order to increase the time for them to learn on their own
 - making sure that marking is always helpful to pupils
 - providing more opportunities for pupils to use their writing skills in subjects throughout the curriculum.
- Improve leadership and management by ensuring that subject leaders are more involved in checking on teaching and learning in their subject areas, and in planning for improvements.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well. Children typically join the Early Years Foundation Stage with skills below or well below those expected for their age. They make significant progress and often leave the Reception Year having caught up with other children of the same age.
- In Key Stage 1, pupils continue to make good progress, and gain good skills in reading, writing and mathematics. Pupils achieve well in the national reading check in Year 1.
- Progress in Key Stage 2 is more variable, with pupils making more progress in some years than others.
- The levels reached at the end of Year 6 have risen year-on-year since the previous inspection. They are now above the national average in English and mathematics.
- Achievement in writing remains lower than that in reading and mathematics, and leaders have identified writing as a whole-school target for improvement. Progress in writing is currently too variable across year groups and across the curriculum.
- Subject leaders do not make full use of the wealth of information available to them in order to judge the proportions of pupils making better than expected progress in each year group. The school does, however, identify those in danger of not making expected progress and additional support ensures these pupils are achieving equally well by the end of Key Stage 2.
- Pupils who are supported by the pupil premium funding make equal progress to others in the school. In some cases, they make more than expected progress, due to well-targeted additional support.
- In the most recent Year 6 tests, pupils known to be eligible for free school meals and other pupils who are not, scored equally well. There was no significant difference in attainment in either English or mathematics.
- Support for disabled pupils, those with special educational needs and those starting school with low levels of literacy and numeracy ensures that they quickly begin to catch up with other pupils. They regularly make better than expected progress.
- Pupils read well and have access to a good range of books and reading materials. Expectations in reading are high and pupils are continually challenged to increase their reading skills.

The quality of teaching is good

- Lessons are well planned and include good resources that make pupils want to get involved.
- Pupils and the curriculum benefit from teachers' creative use of exciting experiences such as live chicks hatching in the classroom and using information and communication technology to create weather reports. These enrich the pupils' experiences and provide shared topics to write about and explore.
- Questioning has improved since the last inspection, and teachers are now skilfully using questions to help pupils to understand and challenge them to extend further their learning.
- Relationships between pupils and teachers are strong. Pupils are able to take risks in attempting difficult answers and joining in with drama and role play without fear of failure or ridicule. The children have high levels of trust in the staff and each other, and support each other well. There is a genuine desire to succeed in learning evident in pupils of all abilities.
- Class teachers are responsible for managing teaching assistants' support for their class. They organise small groups and one-to-one sessions carefully in order to ensure all pupils make at least expected progress. Achievement data suggests that these sessions are having a positive impact, but as yet, the checks on their quality are not thorough enough.
- The use of writing in different subjects is currently being developed. Pupils are keen to write for example about their weekends and in response to local, national and international events.

Currently, some teachers are using these approaches more successfully than others.

- In some lessons in Key Stage 2, the teachers are spending too long describing tasks, explaining ideas and going through sample versions of the tasks on the board. During these long introductions, pupils listen quietly rather than actively learn. When pupils do finally begin to attempt the tasks for themselves, a large proportion of the learning time has been used, and they complete less work than they are capable of achieving.
- Marking across subjects and year groups is too variable. Good marking in literacy books is not always seen in other subjects in all year groups. Where marking is good, pupils can clearly see where targets have been met, and exactly what to do in order to reach the next level of achievement. Pupils' individual successes are celebrated within their books well, and a regular 'good work' assembly allows children to share particularly good pieces of work with one another.

The behaviour and safety of pupils are good

- Behaviour around school, at lunchtimes and on the playground is good. Pupils play well together, share and take turns, and have good manners.
- Attendance has improved dramatically over recent years. Systems for improving attendance are consistently shared with parents and the local community.. Attendance has a high priority across school and is a regular feature of assemblies, newsletters and parental contact.
- The school has so far had less success in improving the punctuality of the few persistent latecomers.
- Pupils are eager to learn in the vast majority of lessons, and have good attitudes to learning. Occasionally, excitement and the desire to be more active does result in some low level disruption, but this is dealt with quickly and efficiently by staff.
- Awareness of bullying, safety and risk are regular features of the curriculum, and key information is displayed prominently around school. Online safety is particularly well covered in lessons, and pupils are regularly given updated information.
- Pupils report that they feel safe, and that there are few incidents of bullying in school. The few recorded incidents are resolved quickly and effectively. Pupils are aware of all types of bullying, including bullying using technology and mobile phones, and they know how to stay safe online.

The leadership and management are good

- The headteacher is supported well by all staff, the governing body and the local authority. There is clear recognition of the impact of her leadership over time, and the new skills gained from more recently appointed staff making up the senior leadership of the school.
- Due to staffing movement and recent growth in pupil numbers, subject leaders are not yet playing a big enough part in leading their areas. This means, for example, that planning actions and checking on their impact are too reliant on the input of the headteacher.
- Senior leaders have an accurate view of the school's strengths and weaknesses. They use this knowledge to decide on priorities for improvement and the resulting strategies have successfully moved the school forward. Leaders have identified the need for subject leaders to take more responsibility, for example, by analysing information about pupils' progress to check on the proportion making more than expected progress.
- The curriculum has improved since the last inspection, and contains more examples of creative enrichment, themed weeks and links to local and national events, such as the Olympics. The school is collaborating with other local schools to gain from the expertise and resources of others. For example, the 'alien landing' event allowed pupils to interview 'real' aliens in order to write news reports.
- Health is particularly well promoted and integrated into the curriculum. Resources for cooking

and gardening are included as well as more traditional sessions promoting healthy lifestyles.

- The school had worked hard to involve parents, and has won an award for its work with them and the wider 'family' of the school. The breakfast club and mothers' and toddlers' group help to build good relationships with parents and the school community.
- The strong promotion of spiritual, moral, social and cultural development is clear from displays, books and pupils' attitudes. Pupils are encouraged to respond to social and emotional topics, and additional support for those in particular need has been arranged in the form of counselling.
- The school's arrangements for safeguarding pupils meet statutory requirements, and training for all staff is thorough and effective.
- **The governance of the school:**
 - Governors have audited their skills, and organised support from consultants and the local authority to meet any shortages. They use the reports from these consultants to challenge the school on its performance. As a result, they are aware of how well the school is performing, including the quality of teaching. Governors keep a close eye on the progress and achievement of pupils, and take particular care in checking on pupils for whom the pupil premium provides support. They examine closely the way the pupil premium is spent and the impact of the actions it funds. Governors describe the school's strengths and weaknesses clearly, and explain how they ensure financial stability. They make sure that statutory requirements are met, for example, those relating to safeguarding. Governors are aware of the arrangements for managing staff performance and the links between the quality of teachers' work and their pay. They know how good performance is rewarded, and how weaker teachers are supported through opportunities for their professional development.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131931
Local authority	Manchester
Inspection number	402520

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Ros Brett
Headteacher	Nuala Forkan
Date of previous school inspection	18 January 2010
Telephone number	0161 437 1899
Fax number	-
Email address	head@ringway.manchester.sch.uk

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