



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ringland Primary
Dunstable Road
Newport
NP19 9LU**

Date of inspection: January 2020

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Ringland Primary

Ringland Primary School is in the Ringland area of Newport. There are 245 pupils on roll, including 23 who attend the nursery on a part-time basis. The school has eight classes. There are also two local authority resource base classes at the school. The school identifies around 39% of pupils as having special educational needs. This figure is well above the national average of 21%. A very few pupils have a statement of special educational needs.

The average of pupils eligible for free school meals over the last three years is around 38%. This is well above the national average of 18%. Around 9% of pupils have English as an additional language. A very few come from Welsh speaking homes.

The school was last inspected in November 2015. The headteacher took up the post in 2008.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

[IC Note: to be deleted for PRU/WBL inspections]

Summary

Nearly all pupils make good progress in developing their skills as they move through the school. A minority makes very good progress. Most pupils with additional learning needs succeed well in meeting their individual goals and targets. Pupils with English as an additional language make good progress overall and in developing their communication skills.

The headteacher provides strong leadership. She has high expectations of pupils and staff and cares passionately about the community she serves. She has communicated her vision clearly to pupils, staff and governors. The school is a highly nurturing environment and provides excellent support to those facing social or emotional challenges. Pupils feel a strong sense of pride and ownership in their school. All members of staff feel valued and work together effectively.

Most pupils behave well. Teachers work with pupils to create an interesting and exciting curriculum. Most pupils have a very positive attitude to school and learning. They are keen to participate in the wide range of activities the school provides. Most develop their personal and social skills to a good standard and show respect and concern for others.

The school has effective systems to evaluate its own performance, to make improvements and to raise standards. Governors understand and support the school well.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Good

Recommendations

R1 Improve standards of oracy in Welsh

R2 Improve opportunities for pupils to develop and apply their numeracy skills across the curriculum and to use and apply mathematical data using ICT

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study on its work in relation to: support for pupils with social and emotional challenges and the provision of 'safe places in the learning environment, for dissemination on Estyn's website.

Main findings

Standards: Good

Many pupils start school with literacy, numeracy and personal and social skills that are below those expected for their age. As they move through the school, nearly all pupils make at least good progress. Pupils with additional learning needs make good progress from their starting points.

Throughout the foundation phase, most pupils listen attentively to adults and respond appropriately. Nearly all pupils make good progress in developing their speaking and listening skills. In Year 2, many discuss their class activity together well, for example when estimating how many cups of water might fit in a jug. Foundation phase pupils make good progress developing their reading skills. Year 2 pupils enjoy the books they are reading and identify characters they like. Most use sounds effectively to work out unfamiliar words. More able pupils read with good expression. Pupils in nursery and reception classes develop their mark making and early writing skills well. They learn to form letters and most pupils in Year 2 learn to write successfully for different purposes, such as retelling of the story of the Evil Pea or writing animal fables.

By the end of key stage 2, most pupils speak confidently and clearly. They listen well to extend their vocabulary in lessons. For example, most pupils in Years 5 and 6 confidently use engineering terms, such as truss, arch and compression, correctly when describing types of bridge. They collaborate and listen to each other's views when testing their own model bridges. Most key stage 2 pupils apply their reading skills effectively in different tasks. When using non-fiction texts, they find key facts using contents pages and sub-headings effectively. They use computer screens to read and write in order to express concern about the environment when developing a petition. Most Year 6 pupils read well and discuss their favourite authors and book preferences with interest. Most pupils develop joined handwriting effectively and lay out work well by the end of the key stage. Many use their writing skills thoughtfully to describe and reflect. They empathise and write interestingly about how strangers and residents feel when newcomers arrive on their island. Key stage 2 pupils write lists of facts and instructions and label illustrations clearly.

Most pupils develop their mathematical skills well. In Year 2, most pupils count effectively to a hundred and backwards and in multiples of two or ten. They develop a good understanding of measuring in centimetres and metres. For example, in construction challenge activities, pairs of pupils work well using tape measures and a metre stick to build and measure roadways of different lengths.

By the end of key stage 2, most pupils apply suitable calculation strategies using the four rules of number to solve problems. They develop a variety of mathematical skills. For example, they learn to measure angles accurately using a protractor and recognise the difference between right, obtuse and acute angles in their mathematics work. However, pupils' application of their numeracy skills in different areas of the curriculum, such as when analysing historical data or outcomes of science experiments, is underdeveloped.

Many pupils who attend the learning resource base (LRB) classes frequently start their learning with very significant challenges and make good progress meeting their targets. A minority of the pupils have complex social and emotional needs and develop well. For example, pupils who have started with no oral communication skills currently demonstrate their ability to make simple choices and respond verbally.

Many pupils in the LRB classes make good progress in their oracy and reading skills. However, independent writing in these classes is underdeveloped. Many develop numeracy skills effectively. Younger pupils in the foundation phase start to count effectively and use blocks to measure the distance toy cars travel. Older foundation phase pupils are able to count up to 10 and complete simple tally charts. In key stage 2, the pupils in LRB build on their early number skills well. For example, the more able in the group understand the value of coins and use them to calculate simple money problems.

Most pupils make adequate progress in developing their Welsh language skills as they move through the school. In the foundation phase, most pupils respond suitably to instructions given in Welsh. Older foundation phase pupils use simple language patterns and participate in basic conversations with an adult. However, by the end of key stage 2, progress in speaking Welsh is underdeveloped. Most pupils do not give detailed responses using the present and past tenses in simple conversations. Pupils do not generally use Welsh outside of Welsh lessons.

Most pupils develop their information and communication technology (ICT) skills well. In foundation phase, pupils use tablet computers to photograph activities. For example, with assistance, reception pupils make videos using the percussion instruments they make. Year 2 pupils access the national Hwb to make bar graphs using a simple app. In key stage 2, many can access their class folders and create word-processed pieces, presentations and media files. Most research on the internet competently using the school's systems. They know how to stay safe online and are aware of the dangers of sharing personal or private information. Although younger pupils use simple programmes to create graphs and present data, there is insufficient progress in presentation of data, or use of spread sheets, in key stage 2.

Wellbeing and attitudes to learning: Good

Overall, when moving around the school and on the playgrounds, most pupils' behaviour is good and most pupils behave well in class. They display care and consideration for the needs of others, including younger pupils and their peers from the learning resource bases. Pupils treat adults with respect and maturity and greet them pleasantly.

Most pupils have a positive attitude to and enthusiasm for learning. They are interested in the activities offered throughout the school day. In classes, most pupils are attentive to their teachers and are eager to do well. Staff manage occasional disruptive behaviour, by a very few pupils, well. A strength in lessons is the manner in which most pupils work to develop the positive mindset strongly reinforced by the school. This means, if interrupted, most pupils keep focused on their teaching and learning.

In the foundation phase, most pupils remain on task and make good progress developing their independence. Year 2 pupils explain how they choose which activities they can move to next and how there are different levels of challenge they might tackle. In key stage 2, most pupils work effectively together. They collaborate well, listen to each other and clearly enjoy working in pairs or groups.

Nearly all pupils feel secure in school and are confident that adults will listen to their concerns and deal with any problems. They show a strong awareness of the 'calm down areas' which exist in classrooms and around the school. They know if they feel stressed or angry how they can use these areas to refocus and that staff will help them.

Many pupils who attend the LRB classes face significant challenge in regulating their emotions and behaviours because of their identified difficulties. However, they make good progress meeting their challenges. Nearly all pupils who attend the LRB demonstrate an enjoyment and enthusiasm in their learning and are proud to show their work and discuss their achievements positively.

The sports council members act as playground buddies and this works effectively because they help set out a wide range of play equipment at break and lunchtimes. There is a positive atmosphere during playtimes. Nearly all play well together, making great use of the equipment and sharing fairly to allow ball games and spaces to be used safely. The playground buddy system encourages older pupils to support younger ones on the foundation phase playground.

Nearly all pupils have a good understanding of the importance of eating healthily and taking exercise. Many bring fruit to school for healthy snacks or make use of the fruit tuck shop operated by key stage 2 pupils. They can describe correctly the dangers of sugary drinks and sweets and unhealthy snacks. They talk knowledgeably about sensible food choices and what makes a healthy lunch box. Most are aware of the importance of physical activity. They join in enthusiastically in physical education lessons and there is a good take up of extra-curricular sports activities.

Pupils enjoy being part of the wide range of representative groups to make the school a better place. Many, throughout the school, readily take on roles of responsibility. They speak enthusiastically about the range of leadership opportunities available such as school council, mini police, digital leaders and eco-committee. Many pupils have a strong awareness of their rights as set out in the United Nations Convention on the Rights of the Child. They can explain what they mean and describe positively how these are upheld in their school. For example, they describe how their views are listened to and acted upon.

Teaching and learning experiences: Good

The school provides a curriculum, based on different themes, that is balanced and offers a wide variety of interesting experiences. The strategic approach to curriculum reform is a strength of the school. Pupils have fed their views into the curriculum changes that have taken place. As a result, learning includes topics of real and immediate relevance based on authentic life experiences. Each term begins with an immersion activity to involve pupils in a new theme. For example, pupils in key stage

2 work alongside civil engineers to learn about the construction of bridges and then they visit Newport Transporter Bridge.

Teachers ensure that the curriculum builds systematically on existing knowledge and skills effectively. The school's curriculum focuses strongly on national initiatives such as developing active citizenship and the rights of the child. This places such values at the heart of its planning process. Teachers ensure the development of creativity features strongly in their pupils' learning experiences. For example, a successful collaboration with arts professionals supports foundation phase children in imaginative music making activities. The 'Ringland Runway' project provided valuable opportunities to promote creative skills through planning and staging a fashion show for the community.

Teachers in the foundation phase create exciting learning spaces and make effective use of them to promote imaginative and creative learning through play. This provides rich experiences and promotes effective foundation phase learning from the nursery through to Year 2. The balance between tasks directed by the teacher and child-led learning is good. This supports many pupils to develop their confidence successfully. Pupils have a wide variety of opportunities to choose how they would like to learn. For example, Year 1 and Year 2 pupils can choose from a selection of activities linked to the current term's theme 'Wacky Races' and also choose which tasks of differing levels of challenge they wish to tackle. The pupils understand and can explain the system. They find activities such as their role play garage area, complete with tools and real tyres, exciting. Teachers use the indoor and outdoor areas effectively.

Teachers and support staff develop positive working relationships with pupils. Most staff manage pupils' behaviour well in lessons. Teachers match levels of challenge to most pupils' needs and deliver a good balance of group, whole class and individual teaching. In the foundation phase and key stage 2, teachers and learning support staff structure and lead effective interventions. They support pupils' wellbeing and enable them to improve their numeracy and literacy.

Overall, the pace of lessons in key stage 2 is appropriate and teachers use a good range of questioning techniques. Classroom environments are stimulating and displays relating to current topics and pupils' work support and reinforce learning well.

Teachers set clear learning intentions for lessons and refer to them to remind pupils of key things on which to focus. This is effective in helping pupils understand what is expected of them in order to succeed. Teachers provide regular and useful feedback for pupils in their books. When marking work in the foundation phase, as well as offering encouragement, teachers indicate what pupils need to do next. This develops in key stage 2 to more detailed types of feedback. Teachers provide useful checklists showing success criteria to help this activity. Pupils show a good understanding of this system, which is useful to them.

Overall, the school provides many effective opportunities for pupils to develop skills in speaking and listening, reading and writing for different purposes. In their mathematics lessons, pupils make good progress developing their number skills. However, there are insufficient opportunities for pupils to apply their numeracy skills

in a variety of activities. Teachers plan good opportunities for pupils to use a range of ICT applications, but opportunities to present data or to begin to use spreadsheets are too limited.

Staff in the LRB provide a good range of learning opportunities that successfully engage foundation phase pupils and supports their development well, in line with their individual needs. In key stage 2, the themes used enable pupils in the LRB to develop personally and reinforce basic skills. For example, pupils have developed their physical and communication skills in an entrepreneurial project when they design and refurbish furniture for sale.

The school enables pupils to build a wider awareness of the history and culture of Wales by visits to places of interest, such as St Fagans National Museum of History and through study of Welsh artists such as Kyffin Williams.

Throughout the school, many teachers regularly use occasional Welsh in the classroom and facilitate pupils' responses in Welsh. However, the Welsh in use is generally too limited and does not succeed in encouraging pupils to speak the language enough or to extend their use of oral Welsh.

Care, support and guidance: Excellent

The school is a highly caring and nurturing community. Its ethos has a strong focus on the wellbeing of its pupils. It successfully ensures that nearly all feel secure and happy and are ready to focus on learning. Staff know their pupils very well and ensure that those with emotional or social difficulties receive effective support. Teachers implement a consistent approach to teach children how to regulate their feelings and emotions. For example, each classroom displays an 'emotional thermometer' and staff coach pupils to signal how they feel using the thermometer.

Nearly all pupils understand that if they feel anxious or upset, they have access to safe places. For example, the school provides a nurture programme that operates throughout the day. A large, well equipped room is available in which staff are able to support vulnerable learners through calming activities as well as reading areas, games and opportunities to use ICT. There are other 'Calm Cwtch' rooms in communal areas around the school. Each classroom also has an established safe place with cushions and blankets. These contain a 'calm down' tool box with items such as weighted lap cushions, ear defenders and colouring books that focus the mind. As a result, pupils who find it difficult to settle in lessons are quickly supported. For example, a quickly available, weighted lap cushion enabled a pupil with a statement of special needs to calm and participate constructively in class.

All pupils receive emotional coaching during personal and social education lessons. The school's wellbeing team provides effective dedicated five-point plans for those who experience significant challenges or difficulties. Specially trained staff use wellbeing interventions to provide very strong support to these pupils.

The school has effective systems for monitoring and tracking the progress of all pupils and uses a good range of assessments to identify concerns. Teachers capture information quickly and efficiently and intervene to provide support in language and numeracy. The school has developed good systems to track the

progress pupils make in intervention groups and uses this to support effective target setting for individuals. The school has invested in an online programme to monitor the impact of learning support and pupils' individual plans. They use this well to understand where individual pupils are in their progress towards individual targets.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school places a strong emphasis on mental wellbeing. Teachers use a positive thinking method effectively to encourage pupils to develop positive personal attitudes to overcome challenges in their work. School assemblies reinforce this approach successfully and encourage pupils to think positively about themselves and develop tolerant attitudes towards each other. The school strongly promotes the The United Nations Convention on the Rights of the Child. It also actively encourages equality and celebrates diversity successfully. For example, in Black History initiatives, pupils learn and write about the story of Stephen Lawrence. The school council helps tackle racism through initiatives such as 'Show Racism the Red Card'.

There are very good opportunities for pupils to play an active part in decision-making and leadership. Pupil voice groups present their projects and plans and give updates to the governing body. Every class has a 'wonder wall' where pupils can record their ideas about how they will steer their learning. This approach stimulates their interest well and strengthens their commitment to their work successfully.

The school has effective arrangements for promoting healthy eating and drinking. Healthy snacks are encouraged and pupils run a fruit tuck shop. Nearly all pupils understand the importance of a healthy lifestyle and can talk confidently about how to make sensible food and drink choices. Pupils are provided with a variety of lunchtime and after school clubs that are well attended. These include physical activities such as dance and sports as well as wider interests such as ICT coding.

The school strongly promotes understanding of the need to attend school regularly. It has a variety of systems to follow up on absences. The school has a member of staff specifically dedicated to supporting families. She maintains contact and if necessary conducts home visits to promote good attendance. As a result, the numbers of persistent absentees have reduced notably.

Leadership and management: Good

The headteacher provides strong leadership. She has high expectations of pupils and staff and cares passionately about the community she serves. She communicates her vision clearly to pupils, parents and governors. It is based on ensuring high standards of wellbeing, care and support to improve pupils' outcomes by raising expectations of what they can achieve. For example, the headteacher has introduced a family engagement officer. This has raised the participation of identified families with the school.

The roles of senior leaders are clear and effective in supporting the school's aims. Each leader is responsible for producing an action plan to improve their subject area. Regular staff meetings consider important issues and analyse and discuss pupils'

performance. As a result, leaders track the progress of all pupils robustly and work well with staff to ensure that pupils make good progress, often from a low base.

The school addresses national priorities successfully. Leaders have a clear focus on improving attendance, raising standards of literacy and numeracy and in reducing the impact of disadvantage through enriching activities. For example, pupils work with building companies and with theatre organisations to enable exciting experiences to stimulate their desire to learn.

Governors make a valuable contribution to the life of the school. They have a sound understanding of the school's priorities and challenge the school effectively to improve important aspects of its work, such as in improving pupils' wellbeing and behaviour. They receive informative reports of school performance and actions to deliver identified priorities from the headteacher and staff. The governors use this information well to monitor the school's progress in implementing its strategic priorities and to make sure that the school is spending its money effectively. For example, they ensure that the school makes good use of the pupil development grant to meet the needs and raise the standards of vulnerable pupils effectively.

The school has suitable processes to evaluate its performance and to plan for improvement. Staff, pupils, parents and governors all contribute to the self-evaluation process and identify areas to develop. A good example is the introduction of a positive thinking method to help pupils develop as resilient learners. The school's development plans include clear actions that focus on relevant success criteria. Staff use suitable processes to monitor provision and the standards pupils achieve. These robust systems identify specific areas that require attention. For example, staff identified the need to improve pupils' handwriting and presentation and implemented effective procedures to bring about change. Leaders allocate responsibilities appropriately and identify the resources needed to deliver plans efficiently.

The school has enough teachers and learning assistants to respond to the requirements of the curriculum. Leaders develop staff effectively and provide relevant training. The school uses their expertise well, for example where specifically trained staff deliver emotional interventions that improve pupils' wellbeing and behaviour. Leaders ensure valuable opportunities for the continuous professional development of teachers and teaching assistants. The school works in collaboration with partner schools to develop good practice in teaching. Purposeful performance management objectives target whole-school requirements well, raise pupils' standards and meet the professional needs of staff. For example, in-house training for teaching assistants on guided reading develops teaching skills and benefits pupils in these regularly timetabled sessions.

The school is a welcoming and safe environment with spacious and well decorated classrooms and communal areas. The indoor environment provides an attractive and stimulating place for pupils to learn and to receive support in well-resourced areas. The outdoor learning environment is spacious. However, not all foundation phase classes have direct access to the outside from their classrooms. Governors and leaders monitor spending regularly to ensure that the school uses finances effectively to raise standards. They allocate the budget appropriately to address school priorities for improvement and measure the impact of any initiatives suitably.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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