

Inspection of a school judged good for overall effectiveness before September 2024: Ringwood Junior School

Hightown Road, Ringwood, Hampshire BH24 1NH

Inspection dates:

29 and 30 April 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils thrive at this kind and welcoming school. They develop warm, caring relationships that are built on trust and respect. Staff model the 'TERRIFIC values' that underpin the life of the school. Pupils try hard to achieve a 'learning leaf' for showing these values in action. They know that staff will support them with any issues that they might encounter. Pupils enjoy taking part in community projects, particularly the annual carnival.

Staff have high expectations for pupils' learning and what they can achieve. Pupils live up to these and work very hard. The well-taught, ambitious curriculum inspires curiosity. Pupils enjoy sharing their learning with parents and carers at the regular 'open events'. These help pupils to embed their learning. They achieve exceptionally well.

Pupils are confident and self-assured. There is a myriad of opportunities to nurture their talents and interests. For example, pupils are keen to be the lunchtime radio DJ or a journalist on the 'Ringwood Reporter.' Well-being Wednesdays help pupils to overcome challenges and build resilience. Each year, pupils are keen to visit the 'job junction' and apply for roles of responsibility. They undertake these jobs with diligence and determination. They strive to earn 'squirrel stamps' to complete their 'TERRIFIC passports'.

What does the school do well and what does it need to do better?

The school has developed and implemented a curriculum that is highly ambitious. Leaders at all levels have worked together to identify the precise knowledge and skills that pupils need to learn. There are regular opportunities for pupils to revisit and recall prior learning.

This helps knowledge to stick in pupils' memory. As a result, all pupils are exceptionally well prepared for the next steps in their education.

Staff are well trained and have strong subject knowledge. They use their expertise to identify the needs of pupils with special educational needs and/or disabilities (SEND). Staff use the school's chosen teaching approaches consistently. Teachers create exciting activities that help pupils to remember key learning in each subject. Staff address misconceptions quickly and carefully check pupils' knowledge development. Pupils, including those with SEND, receive tailored support to help them prepare for new topics or to catch up. Pupils are proud to use the subject-specific vocabulary, that they learn accurately, across the curriculum.

Reading is at the heart of the curriculum. Pupils enjoy reading and listening to a diverse range of carefully selected texts. These inspire pupils and spark their imagination. Pupils and staff share their joy of reading through book recommendations and the class 'scrapbooks'. Pupils read regularly with adults. Those pupils who need additional support and practice receive the help they need. They become increasingly fluent and accurate readers. As a result, pupils can access the curriculum successfully.

Pupils love learning. They are curious about the world and ask interesting questions. They embrace opportunities to have a go at new things, from kneading bread to finding the perimeter of a shape. Pupils strive to work together as a class to earn 'marbles for the jar'. As individuals, pupils work hard to earn learning points and the coveted 'Star of Stars' award. Attendance is high. The school works closely with families or pupils who need help to secure regular attendance.

The school develops pupils' character exceptionally well. The curriculum for the wider development of pupils is meticulously considered. Pupils are respectful individuals who value everyone and what they contribute. Visits to Parliament and opportunities to 'learn with the Lords' are highly impactful. As a result, pupils are passionate advocates for the democratic process. Pupils leave the school having benefited from the vast range of clubs, trips, visits and experiences. Many of the clubs are led by pupils. These rich opportunities inspire pupils to find the things that give them joy.

Governors are very well informed and offer the right support and challenge. They work with leaders in school to create a culture that encourages staff to learn and grow in their roles. As a result, staff flourish and they are highly supportive of the school.

Safeguarding.

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in April 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115943
Local authority	Hampshire
Inspection number	10379763
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair of governing body	Miranda Laughton
Headteacher	Sally-Ann Evans
Website	www.ringwood-junior.hants.sch.uk
Dates of previous inspection	19 to 21 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- During the inspection, the inspector met with the headteacher and senior leaders. She met with members of the governing body, including the chair of governors. The inspector spoke to a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector met with groups of staff. She considered the opinions expressed in Ofsted's staff survey.
- The inspector spoke with some parents at the end of the school day and considered the views gathered through Ofsted Parent View.

- The inspector spoke with pupils.

Inspection team

Lizzie Jeanes, lead inspector

Ofsted Inspector

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