

# Ridgeway Infant School

## Inspection report

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<b>Unique reference number</b>	112757
<b>Local authority</b>	Derby
<b>Inspection number</b>	378553
<b>Inspection dates</b>	6–7 February 2012
<b>Lead inspector</b>	Paul Edwards

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jennifer Massey
<b>Headteacher</b>	Paul Rose
<b>Date of previous school inspection</b>	7 February 2007
<b>School address</b>	Uplands Avenue Littleover Derby DE23 1GG
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## Introduction

### Inspection team

Paul Edwards	Additional inspector
Raymond Biglin	Additional inspector
Thelma McIntosh-Clark	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 17 lessons taught by nine teachers. Meetings were held with the headteacher, senior leaders, teaching staff, members of the governing body and groups of pupils. Formal meetings were not held with parents and carers although inspectors took the opportunity to talk to them before school. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at governing body minutes, the systems for assessing and monitoring pupils' progress, safeguarding procedures, pupils' work, and teachers' planning and marking. Inspectors took note of the questionnaires completed by 66 parents and carers and those completed by staff.

## Information about the school

Ridgeway is a larger than average-sized infant school. The proportion of pupils from minority ethnic groups, who come from a wide range of ethnic backgrounds, is well above that seen nationally. The largest groups are from White British, Indian and Pakistani heritage. A higher than average proportion of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below the national average. The percentage of pupils who have special educational needs is broadly average and there are no pupils with a disability.

There have been considerable changes to the staffing over the past 12 months with six new teachers, five of who were newly qualified, commencing in September 2011. There have also been a number of changes to the middle leadership. At the end of the summer term in 2011, the school became a member of the Derby Pride Trust, headed by the local community sports college.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. Children achieve satisfactorily throughout the Early Years Foundation Stage. Secure progress throughout Key Stage 1 ensures pupils' attainment in reading, writing and mathematics is average by the end of Year 2. However, there has been good progress over the last 12 months in improving the mathematical skills of most groups of pupils.
- In writing and mathematics, more-able pupils do not consistently make the progress of which they are capable.
- Some good teaching was observed in all year groups during the inspection but overall it is satisfactory. Teachers are successful in engaging pupils and manage their behaviour very well. Teaching assistants provide effective support but they are not always sufficiently involved in planning work for pupils with special educational needs.
- Teachers have focused successfully on improving boys' writing skills, enabling them to progress in line with girls. Less confident girls are not always encouraged to respond to teachers' questioning in mathematics.
- There has been a good emphasis on raising pupils' attendance so that it is now above average. Pupils enjoy coming to school, feel safe and get on really well with one another. They are polite and caring.
- Pupils are provided with a broad and balanced curriculum that helps to promote their spiritual, moral, social and cultural development. There is a good emphasis on developing pupils' reading and writing activities although there are missed opportunities to enhance pupils' writing skills through other subjects.
- Senior leaders have been effective in introducing effective tracking procedures that now provide a clear and accurate picture of how well pupils are progressing. Middle leaders are enthusiastic and are working hard to develop their management capacity. The school is providing them with continued support and guidance to improve their skills in accelerating pupils' progress.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise standards and accelerate progress throughout the school, particularly that of the more able pupils, by ensuring teachers:
  - use the information on pupils' prior learning to accurately match the level of challenge to their needs
  - consistently provide teaching assistants with accurate information to enable them to support the learning of pupils with special educational needs
  - reduce their reliance on worksheets that do not provide sufficient challenge to pupils
  - ensure all pupils are encouraged to provide responses to questions, not just the most enthusiastic ones.
- Improve the curriculum by ensuring pupils have more opportunity to practise writing skills in other subjects.
- Develop the skills of middle leaders in accelerating progress through professional development and developing links with partner schools.

## Main report

### Achievement of pupils

Most children enter the school with skills and abilities below those expected for their age although there is some variability from year to year. All groups of pupils make satisfactory progress overall throughout the Early Years Foundation Stage although they make better progress in the development of their early reading and writing skills and in their calculation skills. The introduction and consolidation of a regular, daily structured approach to the teaching of letter sounds and blends (phonics) is providing children with a firm foundation in their early reading skills. In all the Reception classes children clearly enjoy their work on letter sounds and this enhances their progress. Children eagerly take part in counting activities and enjoy learning about different shapes. They have good opportunities to develop their knowledge and understanding of the world; all classes taking advantage of the recent snow for them to find out about some its properties.

The consistency of approach in the teaching of phonics throughout the school supports pupils' reading skills well. Pupils thoroughly enjoy reading and they particularly enjoy being able to take home several reading books each night that are 'really good'. Older pupils are becoming more adept at using contextual cues and 'reading between the lines' so that most become fluent and interested readers.

By the end of Year 2, pupils' attainment is broadly average. There is very little difference in the attainment between boys and girls. Over the past year, boys'

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writing skills have improved and they now match those of the girls. Pupils from White British, Indian and Pakistani backgrounds achieve equally well. The small number of pupils at an early stage of learning English are provided with satisfactory support so that they make secure gains, enabling them to progress in line with their peers. While the overall picture shows all groups of pupils to be making satisfactory progress, some more-able pupils are not making the progress of which they are capable. This is more evident in mathematics, but there are also missed opportunities to accelerate their progress in writing. Pupils with special educational needs make satisfactory progress overall although it is uneven. A good balance of in-class support and well-targeted, one-to-one interventions is providing them with a secure foundation for reading. The support is not as consistently effective in developing their writing skills. All parents and carers responding to the questionnaire and those spoken to during the inspection feel that their children are making positive progress. Inspectors found that pupils are mostly making satisfactory progress.

**Quality of teaching**

Parents and carers unanimously judge teaching to be good. Inspectors found it to be satisfactory but there are elements of good teaching in all year groups and all classes. Parents and carers are very pleased with the support their children receive and the views of one are typical when commenting, 'I feel the school and staff have provided fantastic support, helping my child's speech and language needs and so she is very happy.' In the Early Years Foundation Stage, the teachers undertake regular assessments of the children's achievements and the 'learning log' that goes home each week provides parents and carers with a good opportunity to engage in their children's learning. Teachers make good use of children's favourite stories, such as the 'Three Little Pigs', to develop children's writing.

Teachers have a good understanding of the teaching of phonics. Teachers' enthusiasm, and the good level of challenge for most pupils, encourage positive responses: pupils particularly enjoy the 'games' identifying the letter sounds and blends. Teachers' planning is very detailed and identifies work for pupils of differing abilities. However, the translation into practice is not always secure with teachers not always taking sufficient note of the latest information about pupils' achievements. Consequently, pupils' progress, particularly that of the more able, is not as quick as it should be. The use of worksheets, which are not pitched at the right level, compound the uneven challenge. Most teachers question the pupils well and encourage them to respond with extended answers. As a result, pupils are confident speakers and happily explain to adults what they are doing or ask for help. Occasionally teachers rely too much on enthusiastic pupils volunteering responses rather than targeting those who may be less confident, particularly some of the girls in mathematics.

Pupils' spiritual, moral, social and cultural development is promoted well through teachers' planning which encourages partner work, working in groups, role play and reflection of their work through discussions at the end of sessions. For example, as part of Year 1 mathematics activities when recording data, pupils worked well in

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small groups, finding out favourite 'pizza toppings'. Teaching assistants are well deployed and contribute effectively to lessons. Occasionally, there is a lack of clarity in lesson planning as to what pupils with special educational needs are expected to be able to achieve and how teaching staff will contribute to their learning. This limits the impact of their support.

### **Behaviour and safety of pupils**

During the inspection, pupils behaved well in lessons, during the lunch break and at play times. Pupils say that this is normal, that behaviour is usually good. Without exception, parents and carers responding to the questionnaire were very happy with the general behaviour and none believed that lessons were disrupted by behaviour issues. Pupils mentioned bullying but did not feel it was a problem. They commented that there were some issues with pupils shouting when running around in the playground but those spoken to could not recall specific problems. The school raises pupils' awareness of bullying within the context of their age and bullying issues are addressed well through its personal and social development programme.

Pupils spoken to felt they are well looked after and said that they feel extremely safe in school. Their parents and carers, without exception, agreed with this and many commented very favourably about the level of care the school provides. Pupils from a wide range of backgrounds get on very well with one another and the school is a very cohesive setting. The curriculum ensures pupils develop tolerance and a good understanding of the different cultures and backgrounds represented in the school. The school works hard to encourage the very small number whose attendance and punctuality is a concern. As a result of improvements, attendance is now above average with most pupils being punctual, enabling lessons to start promptly.

### **Leadership and management**

The senior leaders' leadership and effective challenge and support by the governing body, has established a climate where staff are keen to improve pupils' achievements. Regular and rigorous monitoring of teaching and learning has correctly identified areas for improvement and a comprehensive programme of professional development, including links with its partner schools, is raising the quality of teaching. Recent changes in the management structure are resulting in improvements to key areas of its work although they are recent and not yet established and leadership skills are not fully developed. For example, the Early Years Foundation Stage leader has successfully addressed inaccuracies in the assessment data. This has been achieved through working with partner schools and an ongoing programme of professional development. Teachers now have an accurate picture of the children's skills and abilities on entry to the school and of their progress. Work by the special educational needs coordinator is enabling pupils' requirements to be identified sooner and interventions implemented. Leaders at all levels share the headteacher's vision and the effective introduction of new programmes for developing reading and writing skills provides evidence of the school's commitment to improvement and its capacity to improve further.

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The curriculum offers pupils enjoyable activities and an increasing range of out of school clubs is enhancing pupils' enthusiasm for school. Pupils' spiritual and cultural awareness is planned for well. For example, pupils undertook a bus trip around the city, visiting places of worship that reflect the school's cultural and ethnic diversity, helping them to understand and celebrate their common features and differences.

Development planning is based securely on accurate data, with weaknesses in teaching systematically and effectively tackled. However, there is not enough teaching that is consistently good. Pupils' progress is monitored closely, the outcomes forming the basis of regular meetings with staff. Leaders have a clear commitment to ensuring all pupils have equality of opportunity and the school does not tolerate discrimination of any kind. For example, they have correctly identified more-able pupils as capable of achieving more and have taken steps to accelerate their progress although the impact has yet to be fully seen. School leaders, including governors, ensure the safety of all pupils and staff through stringent checks. Staff training ensures all are kept up-to-date with the latest child protection procedures. Staff are vigilant in meeting the needs of those pupils whose circumstances may make them vulnerable. The governing body is rigorous in ensuring the safety of the site and that risk assessments for all activities fully meet requirements.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



8 February 2012

Dear Pupils

### **Inspection of Ridgeway Infant School, Derby, DE23 1GG**

Thank you for making us all so welcome when we visited your school recently. We really enjoyed talking to you, watching you work and seeing you enjoy yourself in the snow!

These are some of strengths of the school.

- You school provides you with a satisfactory education.
- You behave well in lessons and in the playground. You are polite and friendly and you enjoy school. You say you feel safe and that the staff look after you well. Your attendance has improved and is now better than seen in many schools.
- Those in charge of the school and the teachers are working hard to make it better. They look after you well, so you feel safe and happy.

I have asked those in charge of the school to make it better by:

- helping you to make better progress in your writing and mathematics by making sure your work is always sufficiently challenging
- giving you more opportunities to practise writing in other subjects
- helping those who have responsibilities to get better at helping you to make quicker progress.

Thank you once again for talking to us and particularly to those of you who came and read to us. We hope you really continue to enjoy your reading. You can help to make the school better by letting your teacher know if you find the work too easy.

Yours sincerely

Paul Edwards  
Lead inspector

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