

Ridgeway Primary School

Inspection report

Unique Reference Number	130915
Local Authority	Croydon
Inspection number	360154
Inspection dates	5–6 October 2010
Reporting inspector	David Shepherd

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	665
Appropriate authority	The governing body
Chair	David Brown
Headteacher	Joanna Redzimski
Date of previous school inspection	20 June 2008
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Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 28 lessons and 24 teachers were seen. Meetings were held with all staff, two groups of pupils and a group of governors. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its 2010 data. Questionnaires from 323 parents and carers were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The reasons why boys are not achieving as well as girls in reading and writing in Key Stage 1 and in reading and writing for higher attainers in Key Stage 2.
- The consistency of teaching throughout the school, in particular in relation to how boys are challenged.
- The attainment on entry to the school and the progress made by children in the Early Years Foundation Stage.
- The impact of the leadership team and middle leaders in raising attainment and accelerating progress.

Information about the school

This is a very large primary school that serves a culturally diverse community. Most pupils are White British. The next largest groups are from a range of Asian backgrounds. Relatively few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is lower than average. These mainly relate to behavioural, emotional and social difficulties and speech, language and communication needs. The Early Years Foundation Stage is made up of one Nursery class and three Reception classes. The school has achieved the Information and Communication Technology Mark and Activemark.

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?

1

The school's capacity for sustained improvement

1

Main findings

The school has improved considerably since being judged satisfactory in its previous inspection. It now provides an outstanding quality of education and pupils' achievement is outstanding. A major factor is the resolute determination and drive of the headteacher, ably supported by a team of dedicated, passionate senior managers and governors. This is appreciated by most parents and carers who are supportive of the school. As one parent wrote, 'I believe Ridgeway is an ideal environment for young children. It is nurturing, supportive, listens to the children and teaches them to value others and their ideas.' This was a typical view.

Children join the Nursery and Reception classes with skills that are in line with those expected for their age. They make an outstanding start in the Early Years Foundation Stage. They continue to make rapid progress and their attainment by the end of Year 6 tests has risen sharply during the past three years and is now high. This reflects outstanding achievement given pupils' average starting points. This is partly explained by the high proportion of outstanding teaching which means that pupils make rapid progress in lessons. Very occasionally, a few teachers do not ensure pupils present their work neatly enough and do not monitor the progress of pupils working independently sufficiently. The outcome of these factors means that these pupils do not always achieve as much as they could. A further significant factor in pupils' success is the high quality of support and challenge given by senior leaders and effective, high-quality intervention programmes. The meticulous tracking of pupils' progress means that any dips in performance are identified early and timely, well-targeted support provided. This accelerates progress so that the achievement of all groups of pupils is outstanding. However, although reaching higher standards than nationally, more able boys do not reach the same high attainment in reading and writing as girls.

The school is a very harmonious community. It has good links with its local community. It also works very effectively with a range of partners and agencies to promote the well-being of pupils. Consequently, this is a happy school where pupils feel extremely safe and really enjoy their work. Attendance is improving and is now above average.

The school has developed an outstanding curriculum for its pupils. Subjects are linked together very effectively. Pupils are set challenges, many of which are of a practical nature and encourage thinking skills and independent learning. Pupils have many opportunities for outdoor learning during the day as well as on visits out of school. The provision of out-of-school clubs is extensive.

The school knows its strengths and weaknesses well. It has established an excellent professional development programme for staff. This helps to maintain high standards in teaching. Combined with its track record of significant improvement since the last inspection, the school has an excellent capacity to improve even further.

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What does the school need to do to improve further?

- By summer 2011, increase the consistency of pupils' progress by ensuring:
 - pupils present their work neatly
 - pupils working independently make as much progress as possible
 - the gap between the attainment of boys and girls in reading and writing is closer to that found nationally.

Outcomes for individuals and groups of pupils

1

Pupils work hard and most show excellent levels of independence. For example, pupils in Year 6 worked independently and made excellent progress as they solved problems about ratios. In doing this, they would consult with each other when they were stuck but together they solved problems without reference to their teacher. On a few occasions though, pupils working independently do not work fast enough and do not learn as much as they could. Pupils in Year 5 worked independently on computers making good progress in increasing their speed in working out addition and subtraction problems. Throughout the school, pupils work confidently with computers. They learn to log on and off in Year 1 and by Year 3 they use the internet safely to research answers to problems they have posed for themselves. This impact of the school being awarded its Information and Communication Technology Mark can be seen through pupils' above average skills in this subject. Pupils in Year 1 made very good progress in their speaking, listening and writing as they thought of ways of letting the monster escape from the castle. They talked enthusiastically with each other and adults about how to achieve this. Pupils' progress in reading and writing, especially of boys, is particularly rapid. In fact, by the time they leave the school, boys achieve higher levels of attainment in these subjects than do either boys or girls nationally. This is because girls also make outstanding progress in these subjects. However, the gap between the attainment of boys and girls is wider than nationally. . Pupils with special educational needs and/or disabilities receive well-targeted, effective support. Consequently, they make outstanding progress in acquiring reading, writing and numeracy skills in line with their different abilities. Pupils speaking English as an additional language receive excellent support too and they make the same progress as their peers. There are no significant differences between the achievements of different ethnic or ability groups.

Behaviour is mostly outstanding in lessons, around the school and at lunchtimes. This is in spite of a small number of pupils who have specific behavioural, emotional and social difficulties. During the inspection, the behaviour of these pupils was managed extremely well by staff and did not disrupt the smooth running of the school. Pupils know that play fighting leads to real fighting and that there are too many people around to play football in the playground. They know about healthy foods and bring in fruit and drinks for snacks after morning break. They enjoy physical activity in lessons as well as at playtimes and lunchtimes. Pupils enjoy assemblies and embrace the positive ethos of the school. They think about the main features of characters and events in stories. Pupils make a good contribution to the school and the wider community. They engage with teachers and teaching assistants about how well they are doing and what they need to do next to improve in their work. They carry out surveys about their local community and understand about fair trade around the world. They raise funds for local, national and international

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charities. For example, they learnt about and raised funds for the impact of the disaster in Haiti. Pupils learn about the beliefs, values and ways of life of people who think differently from themselves.

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers' enthusiasm and skills in challenging pupils at different levels of ability contribute to outstanding progress. Lessons are tightly focused and pupils are always made aware of their purpose and criteria for success. Strong relationships and respect between pupils and adults are a significant feature in all classes and these help create a busy learning environment. Support by teaching assistants is of high quality and encourages pupils to think for themselves. Along with the pupils themselves, teachers assess the work completed by pupils, discuss it with them and then amend their individual learning targets with them. This information is then used to plan the next lesson. In this way, the individual needs of pupils at all levels of ability are met extremely well. Pupils' targets cards are used very effectively by pupils and their teachers and teaching assistants. They enable pupils and staff to review the work to see if pupils have met their targets. Teachers use the school's good resources very effectively to enable pupils to understand what they are being taught in practical ways. Very occasionally work is not corrected quickly enough during lessons to enable them to make more progress in their reading and writing.

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Overall, pupils' work is not presented neatly enough in their books and this sometimes belies its quality.

The curriculum is taught through a thematic approach that identifies challenges in all subjects, including literacy, numeracy, science and information and communication technology. This produces significant variety in provision that includes practical activities, problem solving and outdoor activities. This flexible approach enables staff to modify provision depending on the particular needs of pupils. It also maintains pupils' interest and concentration, and increases their enjoyment of school. Provision to promote pupils' personal development is included effectively throughout the curriculum. Extra-curricular provision is extensive. There are 48 different clubs and over 90% of pupils attend at least one. Enrichment activities are varied and add successfully to the breadth of the curriculum. These include residential and day visits and a wealth of visitors to the school.

Support for pupils is very effective and this is a reason why pupils and their parents and carers have every confidence in the school and its teachers. The school works very effectively with families of pupils with special educational needs and/or disabilities. Procedures for improving attendance are effective. Transition arrangement between the Nursery and Reception and Reception and Year 1 are excellent. Arrangements for transfer to secondary education are also effective in helping pupils to settle quickly.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides strong leadership for a well-motivated and enthusiastic staff. Together, they demonstrate a sense of responsibility, ambition and a commitment to continuing to improve provision for pupils. The results of this are clearly evident in the improvements in outcomes since the last inspection. The governing body is influential in determining the strategic direction of the school and is very involved in evaluating its work. It is as ambitious as the staff. The regular monitoring and evaluation of teaching ensures that it is of the highest quality overall. The school is a happy and harmonious community where all work as a very effective team.

The school has positive relationships with parents and carers. Excellent partnerships have been forged with a range of agencies that contribute very effectively to pupils' personal development and well-being, especially those pupils with special educational needs and/or disabilities. Equality of opportunity and tackling discrimination are promoted exceptionally well within all the school's work and have resulted in outstanding progress being made by individual pupils. Steps are taken to close gaps when any appear, for example of more able boys in English. The school has a very good understanding how all pupils are doing

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academically and socially. Rigorous analysis of the school's data on pupils' progress through regular assessment of work means that staff are constantly alert to any variation in achievement and well versed in offering successful support to overcome any weakness. School leaders and governors have a good understanding of safeguarding procedures and the school adopts very effective practices across all areas of its work. These include regular monitoring of procedures and detailed risk assessments carried out for all aspects of the school's work. Staff and governors are trained regularly. Pupils are aware of some of the possible dangers they face, for example on the internet, on the roads and from strangers. There is a good analysis of the school's contribution to community cohesion. The school makes very effective use of its local community for visits. Pupils learn about national and international issues, customs, celebrations and traditions through topics within the curriculum, but these aspects are not as well developed as they are for the local community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The Early Years Foundation Stage has improved since the last inspection. Children make outstanding progress in all areas of learning. In 2010, they left Reception with above average attainment overall. In personal, social and emotional development, mathematical development and knowledge and understanding of the world, attainment was well above that expected. Children feel extremely well looked after. They are confident when working indoors or outdoors. They enjoy the fresh air and chat to adults enthusiastically about what they are doing. Behaviour is good with children getting on well with each other. Provision is very well organised and gives children a rich range of stimulating experiences. Staff work exceptionally well as a team because leadership and management are outstanding. Adults plan together effectively to provide an excellent balance between the different areas of learning. There is an excellent balance between activities that are

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teacher led and those designed to help children work independently. There is also an excellent balance between indoor and outdoor activities. Links with parents and carers are good. Induction procedures are highly effective and children quickly settle into school routines.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Almost all parents and carers who completed the questionnaire are very supportive of the school. In particular, they feel their children enjoy school and are kept safe. They consider the teaching is good and they are kept informed about the progress their children are making. They feel their children lead a healthy lifestyle and are prepared well for the future. Parents and carers are happy with their children's overall experience at the school. Inspectors found that children are making outstanding progress overall and the school does meet pupils' needs very well. Inspectors found that a few pupils exhibit challenging behaviour at times but that, on these occasions during the inspection, it was dealt with effectively. They found the leadership and management of the school were outstanding because of their impact on pupils' academic and personal development.

There were a large number of written comments, many of which were very supportive of the school. In these comments, parents and carers find the staff approachable and hard working. For example, comments such as the following were typical of those received. 'I feel that my children are pushed to do their best and I was impressed with the speed at which Ridgeway responded with new excellent initiatives.' 'Ridgeway is a very warm, open and caring school. Parents are always very welcome in the school and the headship team is welcoming and always available.' The proportion of parents and carers who responded to the questionnaire was high.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ridgeway 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 323 completed questionnaires by the end of the on-site inspection. In total, there are 665 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	194	60	116	36	9	3	2	1
The school keeps my child safe	170	53	138	43	12	4	2	1
My school informs me about my child's progress	109	34	177	55	29	9	4	1
My child is making enough progress at this school	98	30	168	52	47	15	7	2
The teaching is good at this school	125	39	168	52	18	6	2	1
The school helps me to support my child's learning	142	44	140	43	33	10	2	1
The school helps my child to have a healthy lifestyle	128	40	168	52	16	5	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)	125	39	138	43	19	6	10	3
The school meets my child's particular needs	108	33	160	50	32	10	10	3
The school deals effectively with unacceptable behaviour	88	27	163	50	37	11	16	5
The school takes account of my suggestions and concerns	100	31	168	52	29	9	10	3
The school is led and managed effectively	116	36	164	51	28	9	5	2
Overall, I am happy with my child's experience at this school	154	48	139	43	20	6	5	2

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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



7 October 2010

Dear Pupils

Inspection of Ridgeway Primary School, South Croydon CR2 0EQ

Thank you for making inspectors so welcome when we visited your school recently. We enjoyed meeting and talking to you about how you feel the school is preparing you for the future. You go to an outstanding school. There are a number of really good things about your school that we liked.

- You enjoy school and work hard.
- You do especially well in learning how to read, write and calculate with numbers.
- Your behaviour is excellent, although a few of you find this very difficult to achieve.
- You get on well with each other.
- The Nursery and Reception classes give you an excellent start to your schooling.
- You like your teachers and teaching assistants and try your best to please them.

We have asked your headteacher, teachers and the governing body to do one thing to make your school even better. This is to:

- Make sure that in every lesson:
 - you are helped to present your work neatly
 - you are encouraged to work independently when your teachers and teaching assistants are working with other groups of pupils
 - boys, in particular, are helped to improve their reading and writing.

Keep working hard.

Yours sincerely

David Shepherd

Lead inspector

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