

# Ridgeway Primary School

## Inspection report

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<b>Unique Reference Number</b>	124214
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	380835
<b>Inspection dates</b>	10–11 November 2011
<b>Reporting inspector</b>	John Horwood

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pam Potter
<b>Headteacher</b>	Joanne Jelves
<b>Date of previous school inspection</b>	28 January 2009
<b>School address</b>	Grange Road Chasetown Burntwood WS7 4TU
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	10–11 November 2011
<b>Inspection number</b>	380835

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## Introduction

This inspection was carried out by three additional inspectors. They observed 20 lessons taught by 16 teachers. Meetings were held with groups of staff, members of the governing body and discussions were held with some pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, records of pupils' progress and school policies. The responses to 76 questionnaires from parents and carers, 11 questionnaires from staff and 102 questionnaires from pupils were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are the most able pupils able to make as much progress as they should?
- Have there been significant improvements in the impact of the school's provision to promote community cohesion?
- Did all groups of pupils make good progress last year and is this continuing to be the case this year?

## Information about the school

Ridgeway Primary School is a larger than the average primary school. Most pupils come from White British backgrounds and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than in most schools. The school has an average proportion of pupils who have special educational needs and/or disabilities and their needs cover a broad spectrum. Four new teachers joined the school in September 2011. The school has achieved several awards including Healthy School status and the Gold Active Mark. There is a privately managed Nursery on the school site, which is inspected and reported upon, separately.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Ridgeway Primary provides a good education. The school was described by a group of pupils as 'the best school because it gives much support and encourages mutual respect for everyone'. Staff and pupils are happy and there is a strong focus on giving all pupils the best possible opportunities to achieve well in a safe and secure environment. Pupils enjoy school; this is reflected in their above average rate of attendance. All pupils make good progress from their starting points although in past years progress has not been uniform as they moved through the school. However, teaching has improved and learning is now consistently good across all year groups.

The headteacher provides excellent leadership of a strong leadership team. The self-evaluation document provided by the school is extremely accurate and shows that leaders and managers have a good understanding of the strengths and areas which require developing in the school. They have correctly identified the need to improve reading and writing and have recently procured a whole school system which is being introduced. There has been good progress on improving the issues identified during the last inspection. The provision for more able pupils is now good and the effectiveness of community cohesion is outstanding. The school has a good capacity for sustained improvement. As part of the outstanding community cohesion provision the school has carried out a comprehensive audit of the community and monitors the impact of its provision closely. Pupils now have excellent opportunities for direct contact with pupils from a range of differing backgrounds as well as communication links with those in different countries. They have a good understanding of the importance of maintaining a cohesive society. Cohesion within the school and local community is outstanding.

Fundamental to the school's success is the improvement in teaching. Good quality professional development of staff has taken place and good appointments have been made to fill vacancies. Teachers use assessment data effectively to monitor pupils' progress and pupils are becoming more involved in assessing their own progress. However, teachers' marking of pupils' work does not consistently give them enough guidance on how to improve their work and there is not always evidence that they have taken note of this advice. Pupils agree that adults in the school help them to learn and that they know how well they are doing at school. Those pupils who have special educational needs and/or disabilities are well supported in class and have additional individual support when necessary. Their progress has also improved and is now good. Pupils have an outstanding approach to leading a healthy lifestyle. They eat healthy food, drink water frequently and join in enthusiastically with the sporting

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activities available to them. Through the curriculum provision they gain a good understanding of health dangers that they may face in the future. They confidently engage in conversations about healthy lifestyles and encourage others to follow their example.

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

- Raise attainment especially in English by:
  - ensuring that teachers' marking of pupils' work consistently gives them clear guidance on how to improve and they check that pupils respond to their comments
  - embedding the recently introduced whole school literacy scheme.

**Outcomes for individuals and groups of pupils****2**

Pupils make good progress from their below average starting points to reach broadly average attainment by the time they leave school. Recent improvement in the progress made in the Early Years Foundation Stage has resulted in pupils now entering Key Stage 1 with broadly average levels of attainment. In 2011 attainment at the end of Year 6 was above average in mathematics and broadly average in English. Achievement is good. Pupils are helped to learn in lessons because their behaviour is consistently good and they have positive attitudes to learning. There are good relationships between pupils and adults and this encourages pupils to ask and answer questions confidently. Pupils say they enjoy lessons. This was clearly seen in a Year 1 phonics lesson when the teacher used role play and a high level of interaction to support learning. In a Year 5 English lesson, pupils' made outstanding progress because they were able to use powerful verbs, and the work was extremely well matched to their abilities. Higher ability pupils were able to work with the teaching assistant in a small group where they have good opportunities for extended discussion and to explain their answers. In a Year 3 English lesson pupils made excellent progress learning how to make their writing more interesting through using 'wow' words. A short video clip enhanced pupils' enthusiasm and they also responded well to good rapid questioning. Teaching was lively, enthusiastic and well-informed; it greatly enthused pupils' learning and ensured there was exceptional challenge and pace throughout. All pupils achieve well and there are no significant variations in the achievement of any groups of pupils.

Pupils are polite and confident. They identify many things they like about the school including the many sporting activities. They feel very safe and say any bullying is very rare and is dealt with quickly. Pupils are enthusiastic about the responsibilities they have in school. They say the school council is involved in decisions and that they ran a competition to produce lunch-time rules. Other duties include being library helpers, eco-club members and e-safety monitors. They all understand the need to stay healthy and know that they must not bring sweets and chocolate into school. They support the local and wider communities by raising money for charities which they choose. They know the levels they are working at and say that teachers always

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tell them how they can improve. They show a good understanding of social skills and explain how they help staff and others at lunch time. All pupils have the opportunity to go on school trips and they have exciting memories of their trip to Shugborough Hall. They meet with pupils from other schools at sports activities and through partnership arrangements with other schools and local groups. This includes good opportunities to interact with those from different faiths or cultural backgrounds. Pupils spiritual, moral, social and cultural understanding is good.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers have good subject knowledge and have good relationships with pupils. Teachers and teaching assistants work well together to provide strong support and guidance in lessons. During the inspection all lessons seen were good or better. In good lessons the pace was brisk and work is well matched to pupils’ abilities. In the outstanding lessons there was good pace and high level of challenge throughout. Teachers set targets for pupils and this is well established across the school. They mark pupils’ work regularly and generally give them good guidance on how to improve. The guidance is better in mathematics than in literacy as there has recently been a strong focus on improving mathematics. The curriculum is broad and balanced and differentiated to meet pupils’ needs and interests. The development of the creative curriculum is progressing well. Good use is made of extended partnerships to enhance learning opportunities. The creative partnerships the school has developed have been particularly effective for supporting specific needs. The curriculum is identified by the local authority as an example of good practice. It is

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

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enriched by a broad variety of visits including to museums and a mosque. The wide range of extra-curricular activities is well supported. As part of the extended care, there is a before school breakfast club and an after school club. These are popular facilities for the pupils and provide a good range of activities in a safe environment. The pastoral care provided is good.

Pupils, parents and carers agree that pupils are safe and well cared for in school. Teachers develop individual education plans and plan good support for pupils with special educational needs and/or disabilities who are well integrated in lessons. Strong partnerships with external agencies provide additional assistance for pupils academic and social needs. There are very effective links to support those pupils in potentially vulnerable circumstances. The school provides good support for pupils in their move to secondary school. There are effective procedures to promote good behaviour and above average rates of attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The senior leadership team is well established and provide good leadership and management. Members share the same vision of improving the school for the benefit of pupils and this is supported by all staff. Systems to support this improvement and to raise the quality of teaching and learning are firmly embedded. The school has good procedures to monitor and evaluate the effectiveness of its provision and staff have an accurate understanding of its strengths and weaknesses. Members of the governing body are committed and capable. They have systems in place to monitor school performance and the views of parents and carers. This ensures they have a good understanding of how the school works. They have an efficient committee structure and are very effective in their role as a critical friend. Statutory requirements are met.

The effectiveness with which the school promotes equal opportunities and tackles discrimination is good. Safeguarding arrangements are good and there is good site security. Systems to record the suitability of all staff to work in the school are excellent. There is a comprehensive range of risk assessments in place. There are good records of meetings with external agencies who support pupils whose circumstances make them potentially vulnerable. School leaders carry out thorough assessment and consultations and understand their community exceptionally well. They have ensured that cohesion within the school is excellent and have developed

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strong links with the wider and the global communities. High-quality systems are in place to engage with parents and carers. These include a parent council for parents and carers to be actively involved in decision-making processes. There are also family learning workshops to provide opportunities for parents and carers to support their children’s learning. There are excellent links with the local community and most parents and carers are pleased with what the school provides.

The leadership and management of the extended services provided by the school are good and make a significant contribution to the strong provision for care and guidance and the partnership with parents and carers.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The Early Years Foundation Stage incorporates extended provision for children from the age of two through the Ridgeway Sunbeams nursery provision. All of the requirements of the Early Years Foundation Stage provision for this group are fully in place. There are two classes for younger children and two Reception classes for older children. Attainment on entry is below the expected levels for their age. Children make good progress and are doing as well as most children nationally by the end of Reception. A pleasing, colourful learning environment is provided and children respond by behaving well. Relationships with parents and carers are good. There are many opportunities for parents and carers to see their children at work and to make comments about what they do at home to be incorporated into the child’s learning journal. The quality of teaching and learning is good and teachers provide a structured variety of teacher-led activities and ones the child can choose on their own. The outdoor areas are used throughout the day and provide a wide range of opportunities. Staff care for children well and care, guidance and support are good,

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particularly for children with additional needs. Adults talk to children regularly and they encourage them to respond and so develop their language skills. Occasionally there is a lack of pace and sometimes activities are not engaging enough and children do not work at them long enough to get the full benefit.

Leadership of the Early Years Foundation Stage is good. Leaders have a good knowledge of what is needed. Planning includes careful routine assessment activities which enable staff to record attainment and to identify what is required for the next stage in children’s learning. There is a high proportion of staff who are trained in paediatric first aid and daily risk assessment checks are carried out to ensure the safety and welfare of the children. The Early Years Foundation Stage provision within the extended services provided fully meets requirements.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers all agree that their child enjoys school and the number who are in agreement with all questions is higher than in most schools. Although some parents and carers have concerns about how poor behaviour is dealt with, pupils confirm the inspection evidence that behaviour is good. A few parents and carers raised concerns over safety and the written comments indicated these are mainly associated with the start and end of day procedures. These procedures are currently being reviewed by the school and have already improved. Positive comments made by parents and carers include ‘I am really pleased with Ridgeway, it caters for my whole child who is now confident’ and ‘both my children are happy to come to school and enjoy the numerous clubs that are on offer’. Other comments and views were considered as part of the inspection process and contribute to the findings in the report.

### 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 315 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	63	28	37	0	0	0	0
The school keeps my child safe	35	46	35	46	2	3	3	4
The school informs me about my child’s progress	31	41	32	42	6	8	2	3
My child is making enough progress at this school	36	47	31	41	3	4	1	1
The teaching is good at this school	37	49	32	42	2	3	0	0
The school helps me to support my child’s learning	37	49	29	38	4	5	2	3
The school helps my child to have a healthy lifestyle	38	50	36	47	1	1	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)	37	49	25	33	4	5	0	0
The school meets my child’s particular needs	36	47	28	37	4	5	1	1
The school deals effectively with unacceptable behaviour	31	41	28	37	13	17	0	0
The school takes account of my suggestions and concerns	32	42	32	42	5	7	1	1
The school is led and managed effectively	38	50	28	37	4	5	2	3
Overall, I am happy with my child’s experience at this school	38	50	29	38	6	8	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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



14 November 2011

Dear Pupils

**Inspection of Ridgeway Primary School, Burntwood, WS7 4TU**

Thank you for making us so welcome when we visited your school. We really enjoyed talking with you and looking at the work you do. Your school is giving you a good education.

There are many things we admire about your school and these are a few of them.

- You have an outstanding approach to adopting a healthy lifestyle.
- The outstanding way the school helps you get on well with pupils from different backgrounds both locally and from other countries.
- You enjoy school and attend regularly.
- You tell us that you feel very safe in the school because behaviour is good.
- You all make good progress as a result of good teaching.
- There are good relationships throughout the school.
- A large number of you take part in the many after-school clubs and activities which the school provides.

These are the things we have asked the school to do to make it even better.

- Ensure when teachers mark your work they always give you advice on how to improve your work and check that you take their advice.
- Extend the whole school reading and writing scheme to all year groups.

All of you can help the school move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood  
Lead inspector

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