

# Ridgeway Infant School

Uplands Avenue, Littleover, Derby, DE23 1GG

**Inspection dates** 23–24 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher has been instrumental in moving the school forward. Under his determined and very effective leadership weaknesses in teaching and in the assessment of pupils' progress have been tackled successfully. Consequently, achievement is improving and is now good.
- From starting points which are often below average pupils make good progress as they move through the school. In 2013 the attainment of Year 2 pupils was above average in both English and mathematics.
- All groups of pupils, including those from different ethnic backgrounds, those who speak English as an additional language, disabled pupils and those with special educational needs and those supported by the pupil premium, achieve well.
- Teaching is good. Teachers are enthusiastic, manage their classes well and have good relationships with their pupils. Most set varied tasks and use resources which engage their pupils' interest so they want to learn.
- Pupils feel safe in school. Parents agree that the school looks after their children well. Attendance is above average. Most pupils behave well and show kindness and respect for each other, for staff and for visitors.
- Leadership and management are good. Governors, the deputy headteacher and all staff share the headteacher's vision to raise attainment and accelerate pupils' progress.
- Staff feel valued and morale is high. Consequently, the school is well placed to improve further.

### It is not yet an outstanding school because

- In a few lessons teaching requires improvement and not enough teaching is outstanding.
- Marking does not always provide pupils with clear guidance on how to improve their work.
- Sometimes pupils are not given the opportunities to solve problems or find out information for themselves.
- Newly appointed subject leaders have not yet fully developed their roles in leading and monitoring the quality of work in their subjects.

## Information about this inspection

- Inspectors observed 16 lessons and part-lessons and made a series of shorter visits to classrooms with the headteacher. They also listened to pupils read and observed the teaching of phonics (the sounds that letters make) to smaller groups of pupils.
- Discussions were held with parents, pupils, staff, governors and a representative of the local authority.
- Inspectors observed the school’s work and looked at pupils’ books, progress data, safeguarding information and other documentation.
- Forty responses to the on-line questionnaire, ‘Parent View’, were considered as well as those from the school’s own parental survey and from school staff.

## Inspection team

Ann Ashdown, Lead inspector	Additional Inspector
Stephen Palmer	Additional Inspector
Peter Heaton	Additional Inspector

## Full report

### Information about this school

- This infant school is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding in this school for children in the care of the local authority, pupils known to be eligible for free school meals and some other groups, is below average.
- A well above average proportion of pupils (over half) are from minority ethnic backgrounds and most of these pupils (almost half) speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above average whilst the proportion supported at school action plus and with a statement of special educational needs is below average.

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

- Improve the quality of teaching, so that it is consistently good and more is outstanding by:
  - checking pupils' learning regularly during every lesson and moving them on promptly to the next task as soon as they are ready
  - giving pupils further opportunities to solve problems, think more deeply and find out things for themselves
  - ensuring all marking and feedback to pupils is of high quality so they know exactly how to improve their work.
- Further develop the roles of newly appointed subject leaders in leading and monitoring the work of their areas by:
  - making sure they have continued access to high quality training and support from senior leaders in order to hone their skills further.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Reception class with skills which are often below those found nationally, particularly in communication, language and literacy. Both in the classroom and in the spacious well-equipped outdoor area children quickly settle into school routines and become confident learners. They make good progress and by the end of the Reception year their attainment is average. Children were engrossed in varied exciting activities on the day of the Halloween disco which involved counting spiders and bats in the sand and water trays and hollowing out pumpkins to make lanterns.
- Pupils continue to make good progress and achieve well throughout Key Stage 1. Year 2 assessments in 2013 were above average in all areas of learning and significantly so in reading and mathematics. These results continue the upward trend of improvement in pupils' achievement of the last three years.
- Work in pupils' books, data tracking their progress, and the school's very detailed records of pupil progress meetings all confirm the good progress current pupils are making.
- Pupils make good progress in learning to read. Good quality phonics teaching, the recent opening of a new library and a visit from the voice of 'Horrid Henry' have all contributed to their enjoyment of reading. Because of their low starting points, a significant number of pupils do not pass the phonics check at the end of Year 1. However, with the good support for reading, they are able to catch up with others by the end of Year 2.
- Attainment in mathematics rose markedly in 2013. Teachers are now planning more demanding mathematical tasks which engage pupils' interest. All groups of pupils, including the most able, make good progress. Pupil premium money is spent wisely to support pupils who are known to be eligible for free school meals. The provision of extra resources for these pupils allows them to go on school visits, attend after school clubs and provides extra tuition where needed. Hence, the gap between their attainment and that of other groups is closing and is narrower than the gap nationally. Assessments show that pupils eligible for the pupil premium are now less than one term behind their classmates in reading, writing and mathematics.
- The large proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language achieve well. In lessons most were seen to respond well to the good teaching they receive by working hard and answering questions readily.
- Disabled pupils and those with special educational needs receive sensitive and skilled support from teachers and teaching assistants so they make good progress.

### The quality of teaching is good

- Most teaching, including that in the Early Years Foundation Stage, is good and in some lessons there are elements of outstanding practice. In a small number of lessons teaching requires improvement.
- Teachers are knowledgeable and enthusiastic and continually strive to improve their teaching skills. Pupils respond by showing good attitudes to learning. Teachers plan lessons carefully and use a range of varied and exciting resources which add to pupils' enjoyment of learning.

- In an English lesson, pupils developed their speaking and listening skills very well. They watched a video of their teacher performing a magic trick very badly, learnt from this and then perfected their own performances by speaking clearly, engaging their audience and listening to their classmates' advice on how to improve.
- In the best lessons teachers have high expectations of what their pupils can do and continually set them extra challenges to test their skills. Pupils are clear from the start of the lesson what they are trying to achieve so they know when they are successful.
- Teachers and teaching assistants give very good support in lessons to disabled pupils and those with special needs. Small group teaching in phonics ensures work is pitched at exactly the right level for pupils, including those for who English is an additional language, and enables them to make good progress in developing their literacy skills.
- Teachers mark pupils' work regularly and praise that which is done well which builds pupils confidence. They do not always give sufficient pointers to pupils on exactly how they can take the next steps in their learning and improve their work.
- In a few lessons where teaching requires improvement pupils sometimes spend too long on a task when they are ready to move on to something more difficult. In these lessons, they have too few opportunities to work on their own, solve problems and think hard about what they are doing.

### **The behaviour and safety of pupils** are good

- Pupils typically behave well in lessons and around the school. Most are keen to learn, work hard in lessons and answer questions readily. The school is a very harmonious community. Children from all backgrounds work and play together, are kind to each other and polite to staff and visitors.
- Pupils trust school staff and feel very safe in school. Parents are very pleased with the support the school gives their children. Those who need it are given expert additional help from school staff and from outside agencies.
- The school has made great efforts to ensure pupils attend school regularly. Consequently attendance is above average and this has a significant impact on the good progress pupils make. Most pupils are punctual to school. There have been no exclusions in recent years.
- Pupils have a good understanding of how to keep themselves safe. They have an increasing awareness of different types of bullying, including cyber-bullying, but feel that this is not a worry in their school.
- Pupils' spiritual, moral, social and cultural development is promoted well. During the inspection pupils enjoyed raising money and wearing their pink clothes for 'Wear It Pink' day and older pupils had a good understanding of the important message this conveyed about breast cancer awareness.

### **The leadership and management** are good

- The headteacher has moved the school forward significantly in recent years. Weaknesses in the way in which pupils' work was being assessed and in the quality of teaching have been quickly

and successfully addressed so pupils' attainment has risen, their progress has accelerated and the quality of teaching has improved.

- School staff feel very well supported by the headteacher and deputy headteacher. Expectations of staff are high but the management of their performance is sensitive and constructive. Teaching is carefully monitored and staff receive constructive help and high quality training to improve their skills. Staff say they feel valued and empowered. Consequently morale is high.
- Many subject leaders are new to their posts and have yet to fully develop their roles in leading and monitoring the work of their subject areas. They speak highly of the training they have received but recognise that further training and support is needed for them to fully develop their skills.
- The Early Years Foundation Stage is well led and managed.
- School self-evaluation is honest and accurate. Priorities for improvement are clear and shared by all staff so the school has the capacity to improve further.
- The progress of each different group of pupils is tracked very carefully and regular and effective pupil progress meetings make sure that any pupil falling behind in their work is given extra help. All groups of pupils have very good equal opportunities to succeed. Wise spending of pupil premium monies have ensured that gaps between the achievements of different groups of pupils are narrowing rapidly.
- The school works closely with other primary schools and a local secondary school as part of the Derby Pride Trust. The schools share expertise and provide training for staff at Ridgeway Infant School. They are working together to make the best use of the school sport funding to provide pupils with extra resources and coaching to enable them to keep fit and healthy.
- The range of subjects taught meet pupils needs, engage their interests and promote their spiritual, moral, social and cultural development well. It is reviewed regularly and prepares pupils effectively for the next stage of their education. Pupils speak enthusiastically of a range of trips and visits they enjoy as well as after school clubs where they improve their skills in activities as varied as football, singing and technology.
- All safeguarding requirements are fully met. Staff are well trained and fully aware of child protection and risk assessment procedures. The headteacher, in cooperation with an adjacent school and with the support of caretaking staff has been proactive in improving pupils' safety by introducing safer traffic management systems, which rely on parents' cooperation, at the beginning and end of the school day.
- The local authority provides good support for the school. The school advisor visits termly and has provided support and training for governors and given advice on improving the quality of teaching.
- **The governance of the school:**
  - Governors know the schools' strengths and weaknesses well and provide support and challenge in equal measure. They are knowledgeable about the quality of teaching, how staff performance is managed and how good teachers are rewarded. They are well informed about performance data and how the school is performing compared to other schools. Finances are well managed and governors hold the school to account for the spending of pupil premium funds.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	112757
<b>Local authority</b>	Derby
<b>Inspection number</b>	424973

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	5–7
<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>	Paul Hassall
<b>Headteacher</b>	Paul Rose
<b>Date of previous school inspection</b>	6 February 2012
<b>Telephone number</b>	01332 760770
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