

Bishop Ridley Church of England Primary School

Northumberland Avenue, Welling, Bexley, Kent, DA16 2QE

Inspection dates 6–7 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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 achievement of pupils is good. By the end of Year 6, pupils' progress is especially good in mathematics. Attainment in English grammar, punctuation and spelling is high.
- The quality of teaching is good because pupils in all year groups are making good progress from their starting points.
- Pupils who speak English as an additional language and those from the different minority ethnic groups achieve well.
- Behaviour is good and pupils say they are safe in the school. Pupils are eager to become even more successful in their learning.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils enjoy the range of learning opportunities on offer at the school.
- Parents and carers speak very highly about the school and say they value the personal care and attention that their children receive.
- The headteacher and deputy headteacher have successfully ensured that the good quality of teaching is leading to improvements in pupils' attainment.
- Governors know the school well. They check its performance closely, and support senior leaders effectively in further improving pupils' achievement.

It is not yet an outstanding school because

- Pupils do not have sufficient opportunities to become more proficient in drawing inferences from their reading.
- Pupils are not given enough opportunities to write at length in their literacy work, particularly in Years 1 and 2.
- In the Early Years Foundation Stage, children do not always have good opportunities to practise their literacy skills in the outdoor setting.

Information about this inspection

- Inspectors observed 23 lessons, five of which were joint observations with school leaders. In addition, inspectors observed parts of lessons, looked at pupils' exercise books, listened to pupils read and visited assemblies.
- Inspectors met with pupils and talked about their work. They also held meetings with staff including senior leaders and subject leaders, governors and a representative of the local authority.
- Inspectors reviewed documentation concerned with safeguarding, the management of the performance of staff, records of behaviour and safety, attendance and checks on pupils' attainment and progress.
- Inspectors took account of the 70 responses of parents and carers to the online questionnaire (Parent View), and the 35 questionnaires completed by members of staff.

Inspection team

Howard Jones, Lead inspector

Additional Inspector

Maureen Coleman

Additional Inspector

Sara Moulton

Additional Inspector

Full report

Information about this school

- Bishop Ridley is larger than the average-sized primary school.
- In the Early Years Foundation Stage, there is a Nursery class and two Reception classes.
- The proportions of pupils from minority ethnic backgrounds and those who speak English as an additional language are both above the national average.
- The proportion of pupils receiving support from the pupil premium funding, which is the extra government support for pupils known to be eligible for free school meals, looked after children and those from service families, is below average. In this school, the funding supports pupils who qualify for free school meals.
- When compared to national figures, the proportion of disabled pupils and those who have special educational needs supported at school action is low. The proportion of pupils at school action plus or who have a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to further improve pupils' achievement by:
 - developing pupils' skills of drawing inferences from their reading
 - giving pupils more opportunities to practise writing at greater length in their literacy work, especially in Years 1 and 2
 - providing better opportunities for children in the Early Years Foundation Stage to practise their early literacy skills in the outside setting.

Inspection judgements

The achievement of pupils

is good

- At the end of Year 6, pupils' attainment is above average. In national tests, the very large majority of Year 6 pupils reach the levels expected for their age in both English and mathematics. Attainment in English grammar, punctuation and spelling is high. A good proportion of pupils make more than the expected progress in mathematics.
- The most-able pupils achieve well by the end of Year 6. These pupils are especially successful in attaining the higher levels in mathematics because teachers are adept at providing them with more challenging tasks in lessons.
- Pupils who speak English as an additional language are successful and do particularly well in mathematics. Pupils from different minority ethnic groups achieve well in their reading, writing and mathematics. Overall, both these groups of pupils do better by the end of Year 6 than similar groups nationally.
- Disabled pupils and those who have special educational needs make good progress. Tailored support provided by their class teachers, along with additional guidance from other adults, ensures that they become confident in their learning, and make the same good progress as their peers.
- Pupils eligible for free school meals are now making progress similar to their peers across the school. By the end of Year 6 in 2013, they were behind their peers by approximately four months in reading and mathematics, but ahead by as much as five months in writing. School evidence shows that the attainment gaps between these and other pupils are narrowing.
- Pupils develop both their writing and communication skills in a variety of ways. For example, Year 4 pupils participated in a Shakespeare project which entailed a presentation of their own version of *Macbeth*.
- Children enter the Nursery or join the Reception classes with skills and understanding which are below those that are typical for their age. In the course of the Early Years Foundation Stage, they make good progress so they are well prepared for the next stage in their learning.
- Younger pupils are successful in using phonics (letters and the sounds they make), and older pupils are confident when reading from a range of books. Pupils enjoy writing about the characters in the stories that they read. However, pupils' progress in reading is not as good as in writing because pupils do not have sufficient opportunities to become more proficient in learning how to draw inferences.

The quality of teaching

is good

- The quality of teaching over time is good because teachers have high expectations of pupils. Consequently, pupils are aspirational and want to do well, particularly when their work is more challenging. This is especially evident in the teaching of mathematics in Years 5 and 6.
- Teachers extend pupils' use of subject vocabulary and skills effectively. For example, in one Year 3 English class the teacher used her strong subject knowledge to build on pupils' previous learning so that pupils accurately used imperative verbs and adjectives in their writing.
- Teachers are good at asking pupils questions to extend their learning. For instance, one teacher demonstrated exemplary practice in a Year 6 English lesson as she involved pupils in discussion to extend their knowledge and deepen their understanding of how authors develop the characters within their stories.
- Teachers adapt tasks well so that pupils of different abilities make good progress in their learning. For instance, in a Year 2 mathematics investigation, the groups used measurement in different ways, and this ensured consistently good outcomes for all pupils.
- Teachers are also good at giving explanations to improve pupils' learning. For example, in a Year 1 science activity, based on the story of *The Enormous Turnip*, the teacher demonstrated the different ways in which pupils could develop their writing so that they then effectively wrote their own explanations of how plants provide food.

- Additional adults support the individual needs of pupils well. Because of this, disabled pupils and those with special educational needs make progress that is as good as that of other pupils, as seen in a Year 3 English lesson where pupils developed successful strategies to use similes.
- Teachers provide opportunities for pupils to apply their basic skills in other subjects. For example, in a Year 4 English lesson pupils made good use of their literacy skills to extend their knowledge about volcanoes and earthquakes. However, pupils are not given enough opportunities in literacy lessons to write at greater length, especially in Years 1 and 2.
- In both the Nursery and Reception classes, children's social skills are well developed and children are happy to talk with adults about their activities. Teachers and teaching assistants assess children's learning and progress regularly. However, children do not always have effective opportunities to use resources to develop their literacy skills especially in the outdoor setting.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. In lessons, pupils work well together and are articulate and enjoy talking about their tasks. They happily apply themselves to their learning even when the tasks are more challenging. Behaviour in the school dining hall is equally good and pupils demonstrate good attitudes toward one another and behave appropriately on public occasions such as assemblies.
- Pupils' behaviour is not yet outstanding because it does not have a strong enough impact on their progress, particularly in reading.
- Children in the Early Years Foundation Stage play well together. They use the range of resources carefully and listen well to their teachers. They are enthusiastic about their learning, and confident to talk to visitors and share their ideas.
- Pupils take on a range of responsibilities across the school. Older pupils act as monitors during break times and help run the school's superb library. Pupils participate keenly in the school's successful handbell team, which performs at local venues including Rochester Cathedral. Pupils also enjoy playing in the brass band.
- Relationships between pupils and their teachers are very positive. There is a strong sense of community that reflects the school's Christian values, which are shared by both pupils and staff.
- The school's work to keep pupils safe and secure is good. Pupils are adamant they feel safe within the school and that any form of bullying is rare. Pupils say that they get along well together, and that discrimination is not an issue. They say that their teachers are helpful, look after their well-being and give them a secure understanding of how to keep safe when using the internet.
- Attendance is high. The overwhelming majority of parents and carers who responded to the online questionnaire were of the view that their children are happy and feel safe at school.

The leadership and management are good

- The headteacher, with the good support of the deputy headteacher and governors, has brought about the sustained improvement in the school's provision. As a result, the quality of teaching and pupils' achievement are consistently good. There is a strong learning community of which pupils, and parents and carers, are proud.
- Senior leaders check the quality of teaching to good effect to ensure that teachers' classroom practice is leading to good progress by pupils. Subject leaders are effective, too, in supporting this process. Leaders cooperate well to ensure that pupils achieve their learning targets.
- Leaders regularly check the progress of pupils and provide additional support for any pupils who are in danger of underachieving. The good linkage between pupils' achievement and teachers' performance allows senior leaders to make effective judgements about salary increases. Where necessary, leaders also ensure that teachers receive additional professional training.
- Leaders promote equality of opportunity well. Support for all groups of pupils is effective, including those with disabilities or who have special educational needs, and also those who are

learning English as an additional language. These pupils make good progress from their starting points. Leaders do not tolerate discrimination of any kind.

- Parents and carers speak highly of the school and say that staff listen and respond quickly to any concerns about their child's learning. Assemblies are popular with parents and carers. Many also help by listening to pupils read.
- The local authority provides light touch support through advice about ways of attending to the school's planned improvements. The school's work within the diocesan partnership has also been beneficial. Together with the good quality of teaching, and pupils' continuing good achievement, this demonstrates that the school has the capacity to improve.
- Sport plays an important role in the school. Pupils participate regularly in team sports including hockey, netball, cricket and football. Leaders have used the primary sports funding to provide expert sport coaching for staff to enable them to become more skilled in delivering physical education for pupils.
- The subjects are used to extend pupils' knowledge and understanding well. Pupils have good opportunities to apply their basic skills in other subjects. The school has rightly prioritised the improvement of reading across the school, and also the quality of learning in the outside area in the Early Years Foundation Stage.
- What the school does to support pupils' spiritual, moral, social and cultural development is a strength. For example, pupils have good opportunities to think about religious themes. In their artwork, they consider what inspired painters such as Van Gogh. They celebrate other cultures, for example in the recent French Day and in African drumming sessions. Pupils are also active in raising funds for charities.
- Leaders ensure that safeguarding procedures fully meet requirements, including, for example, the well-devised risk assessments for educational visits.
- **The governance of the school:**
 - Governors have an accurate view of the school. They ask challenging questions of school leaders and check on the progress of the different groups of pupils. Governors use assessment information effectively to compare pupils' performance with that of other schools. They have undertaken a range of training to equip themselves to set targets for the headteacher and to check that teachers' pay is appropriately linked to pupils' progress. Governors have a clear understanding of how the primary sports funding is being used to improve provision for pupils' physical education. Governors have also ensured that the gap between the attainment of pupils eligible for free school meals and that of other pupils is closing. They check that the school is using the additional funding well to support these pupils, for example to provide more intensive support for them. They manage the school's finances effectively.

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

Unique reference number	134780
Local authority	Bexley
Inspection number	431271

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	426
Appropriate authority	The governing body
Chair	Ian Miller
Headteacher	Steven Hall
Date of previous school inspection	26–27 January 2009
Telephone number	020 8303 4461
Fax number	020 8301 5014
Email address	admin@bishop-ridley.bexley.sch.uk

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