

# Ridgeway Primary School

Southcote Road, South Croydon, Surrey, CR2 0EQ

**Inspection dates** 20–21 January 2015

|                                |                      |                    |          |
|--------------------------------|----------------------|--------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Outstanding        | 1        |
|                                | This inspection:     | <b>Outstanding</b> | <b>1</b> |
| Leadership and management      |                      | Outstanding        | 1        |
| Behaviour and safety of pupils |                      | Outstanding        | 1        |
| Quality of teaching            |                      | Outstanding        | 1        |
| Achievement of pupils          |                      | Outstanding        | 1        |
| Early years provision          |                      | Outstanding        | 1        |

## Summary of key findings for parents and pupils

### This is an outstanding school.

- In 2014, attainment at the end of Key Stages 1 and 2 in reading, writing and mathematics was significantly above the national average. This has been the case for several years. Most pupils make good and often outstanding progress in all subjects throughout the school.
- The work of the headship team, governors and staff in establishing a highly achieving school where pupils flourish socially, academically and emotionally is excellent.
- Teaching is outstanding. Pupils learn exceptionally well from working with others and regularly getting instant feedback from the teachers.
- Pupils' spiritual, moral, social and development is very well developed.
- Behaviour is outstanding. Pupils use their own initiative and willingly take on responsibilities in the school. Pupils say they feel extremely safe. By the time they leave the school, they are successful leaders of their own learning who are highly effective in managing their own behaviour.
- The early years provide rich and stimulating learning experiences for all children enabling them to make outstanding progress.
- Governors are highly effective in carrying out their roles and responsibilities. They have an excellent overview of the school as they spend time seeking out the views of parents and pupils.

## Information about this inspection

- Inspectors observed learning in 27 lessons and an assembly for Years 5 and 6. Three of these lessons were jointly observed with the headteacher and deputy headteacher. Inspectors also looked closely at pupils’ work with the headship team.
- Inspectors spoke formally to three groups of pupils. They also spoke to pupils during their break times and as they moved around the school.
- Meetings were held with staff, four members of the governing body and a representative from the local authority.
- Inspectors looked closely at the school’s documentation, including minutes of governing body meetings and the school’s own evaluation of its performance. They reviewed documents relating to behaviour, safeguarding and attendance.
- Inspectors spoke informally to parents at the start of the school day. They took into account 184 responses from the online questionnaire Parent View.
- Inspectors considered 60 responses to the staff questionnaire.

## Inspection team

|                                 |                      |
|---------------------------------|----------------------|
| Sharona Semlali, Lead inspector | Additional Inspector |
| Barbara Warren                  | Additional Inspector |
| Sherlyn Ramsay                  | Additional Inspector |
| Teresa Davies                   | Additional Inspector |

## Full report

### Information about this school

- Ridgeway Primary School is a larger than average-sized school.
- Since the previous inspection the leadership team has been re-structured. It is now called the 'headship team.' It includes the headteacher, two deputies and the leader for special educational needs.
- A third of the teaching staff have joined the school since the previous inspection.
- The headteacher is a National Leader of Education and the school is a National Support School. It provides support to over 40 schools through partnership work.
- Most pupils are White British. The next largest groups of pupils are from a range of Asian backgrounds.
- Relatively few pupils are at the early stages of acquiring English as an additional language.
- The proportion of disabled pupils and those with special educational needs is below average.
- The early years provision is made up of a part-time Nursery class and three full-time Reception classes.
- A below average proportion of pupils are supported by the pupil premium, which provides additional funding for disadvantaged pupils.
- The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is a privately-run breakfast club in school. This was not part of this inspection.

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

- Make sure that teachers fully utilise support from teaching assistants, so that pupils make even better progress.

## Inspection judgements

### The leadership and management are outstanding

- The headship team's innovative strategies, clear vision and uncompromising drive have successfully ensured that pupils reach the highest levels in their personal and academic achievements. The headteacher is well supported by a team of dedicated staff and a reflective and challenging governing body.
- All aspects of teaching and pupils' achievement are stringently monitored by the headship team and all middle leaders. Teachers are set very challenging targets that are related to pupils' outcomes. They have access to a wealth of support and training opportunities. This has helped to constantly improve the quality of teaching and pupils' learning so that they continue to be outstanding.
- The headship team is highly effective in growing and developing its own leaders, particularly their middle leaders. Some middle leaders are now successfully developing other leaders' skills within and beyond the school. All of the middle leaders have an excellent knowledge about their subjects. They are extremely rigorous in monitoring the data for their areas and play a vital part in driving up standards.
- The school is firmly committed to promoting equality of opportunity for all its pupils. This can be seen in the way the school has been highly effective in closing the attainment gaps between disadvantaged pupils and others nationally.
- The school's sport funding is used to good effect. Teachers learn from specialist coaches, enabling pupils to enjoy high quality lessons in physical education. There is an increase in the number of pupils, particularly those with a disability or special educational need, taking part in a variety of competitive sports with other schools. This is an example of how the school is tackling all forms of discrimination.
- The school's rich and imaginative curriculum puts pupils' learning into a context that is meaningful to them. Pupils gain a variety of invaluable experiences. For example, pupils in Year 6 visit the Isle of Wight and those in Year 1 go to the woods to enhance their knowledge about woodland habitats. The curriculum provides ongoing challenges to all groups of pupils. It is constantly stimulating their thinking skills. It provides excellent opportunities for pupils to develop their speaking, reading, writing, mathematical and computing skills in all subjects. As a result, it enables them to become confident and independent pupils who are hungry to learn and are well prepared for life in modern Britain.
- All aspects of the school's work make an outstanding contribution to pupils' spiritual, moral, social and cultural development. For example, lunchtime clubs are very effective in supporting pupils with their emotions and friendship concerns. They are taught how to play a variety of instruments including the African drums and can take part in the school orchestra and choir. In addition they visit different places of worship to learn about the beliefs of others.
- Almost all parents who responded to the online questionnaire Parent View would recommend the school to another parent. They say that the school helps their children to be enthusiastic and motivated about learning.
- The school offers an increasing amount of support to a wide range of different schools and fosters very good relationships with them. The local authority gives light touch support as this is an outstanding school. They use the school as a model of outstanding practice for others.
- All arrangements for safeguarding meet statutory requirements.
- **The governance of the school:**
  - The governing body has an excellent understanding of the quality of teaching and the school's performance. This is because governors frequently conduct focused visits to the school and produce written reports to the full governing body. They meet with different leaders and receive regular updates and accurate reports from them. They always seek the views of pupils and parents. They analyse different aspects of the school data and consider all available evidence. Governors have been instrumental in the process of seeking the views of staff, parents and pupils to re-affirm the school's values. These are clearly exemplified through the outstanding way that pupils behave and their positive attitudes to learning.
  - Governors meet regularly and are fully involved in the strategic direction of the school. They are constantly evaluating themselves as well as rigorously holding all of the other leaders to account. Their training is always kept up to date so that they are kept abreast of any changes in education. This is because they want to ensure that they are doing their best to serve the needs of the school.
  - Governors check how the school rewards teachers and tackles any underperformance.

**The behaviour and safety of pupils are outstanding****Behaviour**

- The behaviour of pupils is outstanding. Throughout the school pupils have an excellent attitude and maturity towards their learning. In lessons they are highly focused on their work. They say, 'I always choose work that is challenging so I can keep on improving my learning.'
- Pupils exhibit the school's values which include resilience, independence and being able to learn collaboratively with others in lessons and around the school.
- Conversations between staff and pupils are more often than not about learning. Even when they are walking down corridors.
- Staff manage all challenging behaviour extremely well. Pupils are well equipped to successfully manage their own behaviour.
- Pupils show high levels of respect to each other both in lessons and at breaktimes. This is shown by the way they sensibly evaluate and assess each other's work, giving constructive criticism that helps to move their learning forward.
- Pupils feel that their views are strongly valued by all adults. They readily take on different responsibilities such as being a tour guide for new parents and visitors.
- Attendance is constantly improving and is now similar to the national average.

**Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils say that they feel extremely safe in school. They say they are very proud of the different areas of the playground. They have an in-depth understanding on how to keep themselves safe when using the internet. The school places important reminders for them in assemblies and through colourful displays.
- Older pupils have an extensive understanding of what is meant by bullying. They say that it rarely happens and if it does, it is always quickly sorted out by an adult. Pupils are able to say who they would go to if they had any worries. The 'learning zone' is a place where pupils feel they can go to during break if they need extra support.
- Risk assessments are detailed and personalised. Training for staff and governors in relation to any safeguarding issues is always kept up to date.
- Parents, pupils and staff are of the opinion that children feel extremely safe in the school. This is supported by the inspection findings.

**The quality of teaching is outstanding**

- The teaching of reading, writing and mathematics over time is outstanding and is continually improving. Teachers' highly skilled use of questioning and in-depth knowledge of their pupils, enable them to make good or outstanding progress in all subjects.
- The teaching of reading is exceptionally well taught. For example, in a Year 6 English lesson, a stimulating text and detailed discussions enabled pupils to make outstanding progress in the skill of 'inferring' information. Pupils who read to inspectors demonstrated that they could confidently use phonics, (the sounds that letters make) to help them to read, in conjunction with a range of other strategies.
- Teachers are highly effective in assessing pupils' progress and continue to do so throughout lessons so that pupils quickly learn new skills. This was seen in a Year 4 physical education lesson where the teacher accurately assessed that it was appropriate to introduce a new skill, which further challenged their physical fitness.
- The work in pupils' books gives a detailed account of pupils' thinking and learning process. For example it shows the extensive amount of effort made by pupils when they edit their work with their peers and by themselves. The intense writing conferences with their teachers and instant verbal feedback helps to move their learning on quickly.
- Mathematics is also taught exceptionally well. Pupils say that it is the recording of their mathematical thinking to solve problems that helps them to make even more progress. Teachers use a wide range of useful resources, including computer technology, to help pupils to understand any difficult concepts. Excellent use is made of collaborative working so that pupils can share and discuss their learning together.
- Teachers set exciting tasks for pupils to do at home which is called 'home learning.' Pupils thoroughly enjoy completing these activities as they gain a greater understanding about the topic being studied. For example, in Year 1, pupils have to learn to re-tell a traditional fairy tale at home.
- Teaching assistants are highly effective in supporting all groups of learners when pupils are working

independently or if they have a focus group. However on the odd occasion, they are not fully utilised to support learning, particularly when the teacher is addressing the whole class.

### The achievement of pupils

is outstanding

- Achievement is outstanding because standards of attainment in reading, writing and mathematics are exceptionally high at the end of Year 2 and Year 6. This has been maintained for the past five years. In 2014 the proportion of pupils making exceptional progress in these subjects was significantly higher than the national average. This demonstrates that they are extremely well prepared for the next stage in their education.
- In 2014 the proportion of pupils achieving the higher Level 3 at the end of Year 2 in reading, writing and mathematics was well above average.
- The proportion reaching Levels 5 and 6, at the end of Year 6 was also above average in reading, writing and mathematics. This reflects the success of the school's work to ensure that the most able pupils achieve what they are capable of. For instance, a secondary school teacher and a group of Year 9 students teach Latin to a small group of these pupils. Staff also deliver a popular writing club for the most able pupils at lunchtimes.
- Disabled pupils and those with special educational needs make at least good progress, similar to other pupils in the school, from their starting points. Staff quickly identify what is hampering their learning from a very early stage. This enables them to receive specialised support from within the school or from external agencies.
- Pupils who have English as an additional language achieve much better than their peers and compared to other pupils nationally. The few who are at the very early stages of learning English are extremely well supported by the school. To ensure they are fully included in lessons, they are often given additional support so they have a better understanding of the key vocabulary that they are unsure of.
- Gaps are closing rapidly between disadvantaged pupils and other pupils nationally. In 2014, in reading and writing, the gaps were virtually closed. In mathematics disadvantaged pupils were just less than half a term behind others nationally.
- Gaps in attainment between disadvantaged pupils and their peers in the school have nearly closed in most year groups. The gaps between disadvantaged pupils and the others at the end of Year 6 in 2014 were wider than those in other year groups still at the school. . In mathematics, disadvantaged pupils were just under four terms behind other pupils. In reading they were two terms behind and they were three terms behind the others in writing.

### The early years provision

is outstanding

- Children enter the early years with skills that are typical for their age. By the time they leave the early years provision they are extremely well prepared to start Year 1. They continue to build on these high levels of achievement throughout Key Stage 1.
- Excellent partnerships between all adults working closely together help to cater well for the individual needs of all children. This helps them make at least good or outstanding progress. Disabled children and those with special educational needs are given specialised support from an early stage. This allows them to make similar progress to their peers.
- Teaching is typically outstanding in the early years. Routines are well established so that children have control of their own learning. For example during the inspection children in the nursery were happily talking about their learning whilst sticking work in their learning journey record
- All adults are highly effective at assessing and showing children how to evaluate each other's learning from an early stage. They use and model probing questioning to enable children to think and speak confidently about their learning.
- The stimulating outdoor and indoor classrooms offer an excellent range of vibrant activities that sustains and motivates children's interest for lengthy periods of time. Previous learning is strongly evident in their role plays and conversations. Excellent opportunities are given to children to explore their learning environment. Children who dug and found earth worms had deep conversations about the possible number of hearts that earthworms had.
- Children behave very well and readily initiate rich conversations with adults, showing their growing confidence in these relationships.
- Leadership of the early years is outstanding. Staff have established very strong partnerships with parents.

They deliver high quality workshops to them which successfully show them different ways to support their children's learning.

## 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> | 130915  |
| <b>Local authority</b>         | Croydon |
| <b>Inspection number</b>       | 453281  |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

|  |                                |
|--|--------------------------------|
| <b>Type of school</b>                      | Primary                        |
| <b>School category</b>                     | Community                      |
| <b>Age range of pupils</b>                 | 3–11                           |
| <b>Gender of pupils</b>                    | Mixed                          |
| <b>Number of pupils on the school roll</b> | 679                            |
| <b>Appropriate authority</b>               | The governing body             |
| <b>Chair</b>                               | Richard Watson                 |
| <b>Headteacher</b>                         | Joanna Redzimski               |
| <b>Date of previous school inspection</b>  | 5–6 October 2010               |
| <b>Telephone number</b>                    | 020 86578063                   |
| <b>Fax number</b>                          | 020 86575438                   |
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