

# Inspection of a good school: Ridgeway Primary School

Main Road, Ridgeway, Sheffield, Derbyshire, S12 3XR

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Inspection dates:

6–7 July 2021

## Outcome

Ridgeway Primary School continues to be a good school.

However, inspectors have some concerns that one or more areas may be declining, as set out below.

## What is it like to attend this school?

Ridgeway is a small, caring school. Pupils and staff are proud of their school. Leaders, staff and pupils use the school's motto 'believe, endeavour and succeed together' in the everyday life of the school. Parents feel that leaders know and support their children well. Parents say the school is 'welcoming' and has a 'wonderful community spirit'.

Pupils stated that they feel safe in school. The headteacher works hard to ensure that even small issues in pupils' behaviour are dealt with quickly. Pupils have been taught about bullying and understand how to stay safe online. Pupils know what to do if they are worried about themselves or a friend. They know they can tell a trusted adult.

Pupils enjoy the range of clubs that the school provides. Although COVID-19 (coronavirus) has reduced this offer, leaders plan extra opportunities to enhance the curriculum. Pupils understand about differing viewpoints and the importance of respecting opinions. As one pupil commented, 'it is a debate - not an argument'.

Pupils enjoy their lessons because teachers help them to learn in a 'fun way'. However, leaders have not identified the key knowledge that they wish pupils to learn across all subjects.

## What does the school do well and what does it need to do better?

The reading curriculum is ambitious and well sequenced. The leader for reading has recently organised reading books to ensure that they match the sounds that pupils learn. Pupils who fall behind in reading are supported to catch up. Staff help pupils to relearn any phonics knowledge they have forgotten. Staff will receive training in the new phonics programme ready for the autumn term.

Pupils love to read. Leaders ensure that all pupils, regardless of their age, are given opportunities to read a wide range of books.

The leader for mathematics is working with teachers to support pupils with special educational needs and/or disabilities (SEND) to know more in the subject. Pupils have lots of opportunities to learn facts and ways to work out a calculation. However, pupils do not get enough practise in using what they know to help them to solve problems. Pupils say this is the part of the lesson they find the trickiest, but they spend the least time on it.

Leaders are in the process of ensuring that all subject plans set out what pupils need to know and when. They have made sure that the school's curriculum is broad and balanced. The impact of COVID-19 has slowed leaders' actions to complete subject plans. In some subjects such as geography, science and history, leaders have not identified the key knowledge that pupils need to learn in each subject. Some leaders have not included what the children in the early years need to know when planning learning in their subject.

Leaders have not ensured that teachers have the expertise to use an effective range of techniques and strategies to help pupils learn new knowledge. This includes how teachers use questions to help pupils understand more about a subject. Sometimes, pupils are given work that is not closely matched to what they should be learning and does not help them to develop a greater understanding of a subject.

Leaders and staff carefully assess the needs of pupils with SEND. They adapt resources and equipment to match these pupils' needs. Such adaptations improve pupils' ability to understand, contribute and achieve in lessons. However, leaders have not ensured that plans for learning include the essential knowledge that pupils with SEND need to know.

Governors are committed to the school. They hold leaders to account effectively in some areas, such as finance. However, they are not using all the information presented to them to help them make checks on leaders' actions, particularly with regards to pupil safety.

Staff say they feel 'valued' by leaders at the school. They say leaders encourage a 'teamwork ethos'. Staff feel that they have a manageable workload and are well cared for by leaders.

In discussion with the headteacher, we agreed that curriculum developments and the strengthening of records for pupil safety may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise knowing their families well. All staff are well trained and vigilant. They know the signs that a pupil at risk may show. Leaders understand the particular local risks pupils may face and educate them about these. Pupils could describe ways to keep themselves physically and mentally healthy.

Leaders take their safeguarding duties seriously. They keep stringent records on pupils' safety. However, leaders do not consider in full the range of information they have about pupil safety to have a thorough understanding of the bigger picture of safeguarding at the school.

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

### **(Information for the school and appropriate authority)**

- Governors have not ensured that systems enable them to review and challenge leaders' actions to keep pupils safe. Governors and leaders do not use all the information available to them about the school's safeguarding procedures to help them connect events or concerns and purposefully plan their work to keep pupils safe. Governors and leaders should ensure that they have sufficient oversight of all the information available to them about safeguarding to help them strengthen their strategies to keep pupils safe.
- In mathematics, pupils do not receive enough opportunities to practise what they know to solve problems. Pupils do not get enough time or chances to practise this aspect of mathematics, which they report as being the most complex. Leaders should ensure that pupils can use their knowledge in maths in a variety of ways to help them to solve problems.
- The curriculum does not consistently identify the subject-specific knowledge that pupils should learn in all subjects. Not all curriculum plans take account of what children need to learn in the early years. They do not identify what pupils with SEND need to know. Consequently, pupils do not receive precisely focused teaching that enables them to know more and remember more in all subjects. Leaders should ensure that teachers know the key knowledge that pupils should learn in all subjects, from the early years to Year 6.
- Some teachers do not have the necessary knowledge to ensure that their teaching enables pupils to build successfully on what they already know. They do not always use effective techniques and strategies to help pupils learn new knowledge, including through their use of questioning. Curriculum leaders should ensure that teachers are secure in their subject knowledge and in their understanding of how best to teach the different subjects so that pupils know and remember more.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 5 July 2011.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	112546
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10199048
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	187
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Stacey Flint
<b>Headteacher</b>	Iain Wilson
<b>Website</b>	<a href="http://www.ridgewayprimary.com/">http://www.ridgewayprimary.com/</a>
<b>Date of previous inspection</b>	7 June 2016, under section 8 of the Education Act 2005

## Information about this school

- Since 2016, a new headteacher has been appointed. The assistant head teacher became the deputy headteacher.
- Five new governors, including a new chair of the governing body, have been appointed.

## Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspector met with the headteacher, the special educational needs coordinator and curriculum leaders. A meeting was held with the chair of governors and other members of the governing body. The inspector met with representatives of the local authority.
- The inspector looked closely at the quality of education in early reading, mathematics and geography. This involved speaking with leaders, staff and pupils. The inspector visited lessons and reviewed samples of pupils' work.

- The inspector considered a wide range of documents, including those relating to safeguarding and behaviour. The inspector considered information about pupils' achievement from published information and the school's website. The inspector spoke with pupils and staff to evaluate the school's safeguarding culture.
- The inspector observed pupils' behaviour in lessons and around school.
- The inspector considered the views of parents and staff shared through the Ofsted surveys and by meeting parents during the inspection.

### **Inspection team**

Shaheen Hussain, lead inspector

Seconded Inspector of Schools

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