

Inspection of a good school: The Ridgeway Church of England (C) Primary School

West Street, Childrey, Wantage, Oxfordshire OX12 9UL

Inspection dates:

5 March 2024

Outcome

The Ridgeway Church of England (C) Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and feel safe at this caring and nurturing village school. They understand the school's Christian vision of 'building for life' and apply this to their learning. Pupils behave consistently well in lessons and around the school. They support and look after each other at social times, happily playing games with their friends. One parent said, 'There is such a lovely community spirit amongst the children.'

The school is ambitious for pupils' academic and personal development. Pupils are highly motivated and enjoy learning. This includes the youngest children in early years, who focus well. Pupils achieve well overall and are well prepared for secondary school. The school continues to prioritise developing pupils' writing.

Pupils make many positive and tangible contributions to school and village life. They look forward to spring and working in the school garden, growing an interesting range of flowers and vegetables. Pupils are proud of their many sporting achievements and enjoy participating in tournaments. They love singing, at the church, local care homes and for the village 'Pimm's and hymns' celebration.

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

The new leadership team has worked relentlessly to develop the school's ambitious curriculum. The essential knowledge, skills and vocabulary that pupils should learn is mapped out from early years onwards. In a few subjects, the curriculum is not yet developed with the same level of precision. Consequently, in these subjects, pupils' learning is not as secure.

Teachers skilfully break learning down into smaller chunks for pupils. They ensure the opportunity to revisit prior learning is routinely built into lessons. Teachers make sure that pupils' learning carefully builds on what they already know. This supports pupils to

connect their learning over time, so they achieve well. All pupils, including those with special educational needs and/or disabilities (SEND), are identified quickly and benefit from this approach as it helps them to understand and remember the most important knowledge. In early years, this supports children to confidently learn to count. The focus on revisiting prior learning continues into key stage 2 where pupils demonstrate a detailed knowledge of mathematical concepts and procedures.

Teachers know how and when to check pupils' understanding. They accurately identify any gaps that pupils may have. Staff use this to inform their teaching so they can be supported to keep up with their peers. Pupils relish being challenged in their thinking and persevere when they find learning tricky.

The teaching of early reading is a priority. Pupils are taught the sounds they need to become independent and fluent readers. Staff are trained well. They teach the important sounds precisely and routinely check pupils' knowledge. Teachers provide effective support for pupils who need additional help. Staff maintain a sharp focus on developing pupils' vocabulary and comprehension. The school uses a broad range of fiction and non-fiction texts to read aloud to pupils to expose them to books they might not otherwise read independently. As a result, pupils become confident readers. Older pupils love sharing books and reading with younger children.

Pupils behave well in school. Staff are consistent in their approach to managing behaviour. Pupils know what is expected of them. Children in early years understand the routines set out by their teachers and follow them carefully. Because of this consistency, all pupils from the youngest children onwards concentrate and work hard in class. Pupils' attendance is high. Leaders use positive relationships to provide effective support to families where pupils' attendance is lower than expected.

Pupils have a clear understanding of fundamental British values and what they mean in everyday life. They know why it is important to show respect and tolerance to each other. This is evident around the school at all times. Pupils are taught about their physical health and well-being and recognise the importance of keeping their minds healthy. They learn how to keep safe online and have a strong understanding of what to do if something concerns them. The school offer a broad range of enrichment activities, from singing with opera companies, to visiting museums and learning about pre-historic animal kingdoms.

Governors demonstrate a secure understanding of the school's strengths and areas for development. They work well with the school to provide suitable challenge and support. Staff benefit from a range of training. Most recently, mathematics training has improved staff confidence in identifying misconceptions and addressing them effectively in lessons.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few subjects are at an earlier stage of design. Consequently, pupils' learning is not as secure in these subjects. The school should continue its work to refine their thinking in these subjects to support pupils to learn well across the curriculum.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in July 2018

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	123151
Local authority	Oxfordshire
Inspection number	10296293
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	The governing body
Chair of governing body	Sue Worth and Kris Dower
Headteacher	Felicity Blockley
Website	www.ridgewayprimary.co.uk
Date of previous inspection	10 July 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England school in the diocese of Oxford. Its last section 48 inspection took place in February 2023.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-time-judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in early reading, mathematics and physical education. For each deep dive, the inspector held discussions about the curriculum visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.

- The inspectors met with the headteacher and subject leaders.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record, took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors reviewed a wide range of documents provided by the school and observed pupils' behaviour around the school and in lessons.
- The inspectors met with members of the governing board, a representative from the diocese and a representative from the local authority.
- The inspectors considered the views of parents shared through Ofsted Parent View.
- The views of staff were gathered through surveys and discussions conducted throughout the inspection.
- Inspectors gathered pupils' views throughout the inspection, including during classroom visits and at playtimes and lunchtime.

Inspection team

Simon Woodbridge, lead inspector

His Majesty's Inspector

Mo Galway

Ofsted Inspector

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