

# Ridgeway Primary School

Southcote Road, South Croydon, Surrey CR2 0EQ

## Inspection dates

13–14 November 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- The leadership of the school has undergone significant change since the last inspection. Leaders have managed this well.
- The proportion of children who achieve a good level of development at the end of early years is above average. Standards in phonics have improved and are above the national average.
- Attainment at the end of key stage 1 is equal to or above the national average in reading, writing and mathematics.
- The school offers pupils a calm and purposeful learning environment. Pupils' personal development and welfare are outstanding. Behaviour is good. Pupils understand the rules and follow them well.
- Safeguarding is effective. The school encourages pupils to share their worries and concerns. Timely action is taken to protect pupils when required.
- 2018 provisional data indicates that pupils make average progress in reading and mathematics by the end of key stage 2. However, writing progress is below the national average.
- The headship team and governing body are highly ambitious for the school. They provide determined leadership. However, they do not always evaluate fully the impact of their actions.
- Teaching is good. High-quality teaching exists in the school, although there is some variation between classes in some year groups.
- The curriculum is broad and balanced. It provides effective opportunities for pupils to deepen their knowledge and understanding.
- Middle leaders are enthusiastic and keen to develop their skills. As some are new to their role, they have not yet monitored teaching and pupils' progress effectively in their subjects.
- Pupils' spiritual, moral, social and cultural education is developed very well. They have a good understanding of tolerance, respect and equality. This prepares them well for life in modern Britain.
- Current pupils make good progress in writing. However, expectations of writing in some classes are too low. As a result, not all pupils are challenged to produce their best writing.

## Full report

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

- Improve the consistency of teaching and learning so that more pupils make the progress of which they are capable, particularly in writing, by:
  - ensuring that the most effective teaching seen in the school is shared with all staff
  - ensuring that the expectations teachers have of pupils' writing are raised to match the best in the school.
- Strengthen leadership and management by making sure that:
  - all leaders, managers and governors have a sharper focus on the impact of their actions
  - middle leaders are more rigorous in monitoring the effectiveness of teaching and pupils' progress in their subjects.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since the last inspection, the school has undergone a significant amount of change. This includes the appointment, two years ago, of the co-headteachers and more recently a new chair of the governing body. The headteachers work well together. They have recognised the impact of these changes and have managed them well.
- Leaders, managers and governors are ambitious in sustaining a culture of high expectations and promoting 'lifelong learning' for all pupils. They know the school's strengths and what needs improvement. However, they do not always check the impact of their actions accurately enough to understand them fully.
- Leaders have raised achievement across the school. They monitor pupils' progress closely so that issues are identified quickly and acted upon. For example, leaders identified that the proportion of pupils attaining the expected standard in phonics at the end of Year 1 was not high enough. Staff training and a renewed focus have helped to raise standards. Current pupils are making good progress.
- The curriculum is broad and balanced. Pupils learn in a wide range of subjects. Leaders have ensured that topics are thought-provoking and stimulate pupils' curiosity. Visits to places of interest and opportunities to take part in outdoor learning enrich pupils' learning.
- Pupils' spiritual, moral, social and cultural education is developed very well and pupils are prepared effectively for life in modern Britain. They have an excellent understanding of tolerance, respect and equality. Assemblies and classroom discussions make a positive contribution to enable them to deepen their understanding. Pupils spoke confidently about the recent Armistice Day commemorations, the effect on people's lives and what that meant to them.
- Middle leaders are clear about the school's priorities. They are keen to develop their skills and are positive about the professional development they are receiving. Recent changes to the middle leadership team have led to less rigorous monitoring of subjects. Subject leaders are not regularly checking the standards and quality of teaching in some subjects. Consequently, not all middle leaders are able to contribute fully to improving the teaching and pupils' progress in their subjects.
- Leaders have ensured that staff participate in an effective programme of professional development. High-quality training opportunities and regular mentoring support the development of new leaders and teachers. Consequently, staff who spoke to inspectors said that morale is high and they are supportive of the headship team.
- Leaders use the pupil premium funding effectively. As an adoption-friendly school and through a comprehensive programme of interventions, all disadvantaged pupils receive well-targeted additional support. Consequently, across the school, the difference in progress and attainment between these and other pupils is reducing.
- Leaders work closely with parents and outside agencies to ensure that provision for pupils with special educational needs and/or disabilities (SEND) is highly effective. Leaders monitor this group's achievement closely to ensure that pupils make the progress of which they are capable. As a result, the additional special educational

needs funding is used effectively to ensure that pupils make good progress from their starting points.

- Leaders make good use of the primary physical education (PE) and sport funding to provide a wide range of opportunities for pupils to engage in physical activities. These include opportunities to take part in competitive sports against other schools, dance and netball. Teachers are consistently improving their skills in delivering high-quality PE lessons to pupils.
- Pupils enjoy attending the school's breakfast and after-school club, 'Acorns'. Adults organise purposeful activities, such as art and craft and board games. They know the pupils well and relationships between them are very positive. Leaders have ensured that there is a wide range of extra-curricular activities. Activities such as French, theatre arts, martial arts and football provide opportunities for pupils to deepen their knowledge and skills. Pupils are appreciative of these additional opportunities.
- The local authority has supported school leaders effectively and kept a tight focus on the performance of the school. Its work has assisted the school to achieve its good overall effectiveness.

### **Governance of the school**

- The governing body has undergone some very recent changes. Governors have an understanding of safeguarding and how to keep children safe.
- Governors are highly ambitious for the pupils and committed to the school. They have a wide range of valuable skills. They are undertaking a skills audit to match these to particular roles within the governing body.
- Governors are well informed through their visits and 'focus days'. They meet regularly with leaders in order to strengthen their understanding of the school's developments. They offer challenge to leaders on aspects of the school. However, governors do not evaluate the impact of leaders' actions closely enough. This means that they do not hold leaders to account well enough for all areas of the school.

### **Safeguarding**

- The arrangements for safeguarding are effective. Leaders have ensured a culture of vigilance in the school. They check the suitability of staff, volunteers and visitors to work with children. Leaders are knowledgeable about the risks children face. They make sure that they provide a regular cycle of training for all staff. This ensures that staff have a good understanding of their responsibilities and are attentive to the risks faced by pupils.
- Record-keeping is detailed and systematic, providing a clear overview of actions to ensure pupils' well-being and safety. Leaders ensure that when concerns are raised they take swift action. Early help procedures are used effectively to identify and support vulnerable pupils and their families. Leaders use a range of approaches and programmes to provide additional guidance and support for parents and carers.
- Most parents and carers spoken to by inspectors said that their children are safe in school.

## Quality of teaching, learning and assessment

**Good**

- Teachers have positive relationships with pupils. They are enthusiastic and set learning in meaningful and interesting contexts.
- Phonics and reading are taught well and, as a result, pupils make good progress in both these areas. Teachers are knowledgeable. They articulate and model sounds clearly. Pupils are provided with opportunities to apply this knowledge well. The school's approach to reading means that pupils encounter a wide range of high-quality texts. The school's well-stocked bookshelves and library promote pupils' enjoyment and engagement in reading. This has ensured that a reading culture exists among the pupils.
- The school's consistent approach to the teaching of calculation helps pupils develop their number skills well. Teachers provide appropriate opportunities for pupils to apply their skills in solving problems and explaining their reasoning. Consequently, current pupils' books show they are making good progress in mathematics.
- Leaders have focused on improving writing across the school. As a result, attainment at key stage 1 is above the national average and progress has improved by the end of key stage 2. Teachers ensure that pupils have opportunities to write for a purpose and in subjects other than English. There are examples of high-quality work on display and in pupils' writing folders. Current books show that pupils are making progress. However, writing expectations in some classes are too low and inaccuracies in grammar and spelling are not addressed fully. As a result, not all pupils are challenged to produce their best writing.
- Leaders' focus on training and support for teaching assistants has helped to develop them into an effective workforce. Generally, additional adults support pupils well, including disadvantaged pupils and pupils with SEND. As a consequence, these pupils engage in learning well and make good progress.
- Teachers provide activities in which pupils work collaboratively and discuss their learning. Home learning opportunities enable pupils to research prior to learning about a new subject in class. This develops pupils' knowledge and understanding and stimulates high-quality discussions.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are extremely confident and self-assured learners. They have a thorough understanding of how to be successful, such as persevering to overcome challenges. Pupils show positive attitudes to learning and want to achieve well. They say that they enjoy school. One pupil stated that 'School is fun and learning is never boring.'
- Leaders and staff provide strong pastoral care. There is an emphasis on pupils' welfare. Pupils stated that if they have any worries then they can visit the counselling service or speak to a teacher. They feel confident that an adult will help them sort out their

concerns. Pupils have a good understanding of what bullying is and they say that it is rare. If bullying does occur, adults are quick to deal with it.

- Pupils say they feel safe in school and have a thorough understanding of how to keep themselves safe. They learn about aspects of safety through the school's curriculum and assemblies. This includes online safety, cyber bullying, road safety and the National Society for the Prevention of Cruelty to Children 'PANTS Rule'.
- Pupils are extremely articulate. They talk confidently and have opportunities to explore mature concepts. For example, Year 6 pupils were observed having a lively discussion based on a philosophical question 'Is there more future than past?'
- Pupils have opportunities to take part in activities that keep them fit and healthy. The 'daily mile' supports pupils well in making the links between physical exercise and good health. At breaktime and lunchtime, pupils are active by playing team games or using the climbing equipment.

## Behaviour

- The behaviour of pupils is good.
- The school is a calm and purposeful learning environment. Pupils conduct themselves well as they move around the school and in the playground. They have a good understanding of the school's rules and create their own classroom rules to follow. Pupils have a good understanding of right and wrong.
- Pupils are keen to learn and make a good contribution to their learning. They have good attitudes and show respect to teachers and other adults. Pupils concentrate well on their work. Occasionally, when learning is not well-matched to their needs some pupils lose focus and can disrupt others' learning. On these occasions staff have high expectations and use the school's behaviour system effectively.
- Parents support the school by ensuring that their children are punctual and attend regularly. Attendance is above the national average, and the proportion of pupils persistently absent is below. A parent said, 'My children love coming to school.'

## Outcomes for pupils

**Good**

- Evidence collected during the inspection verifies the school's assessment information, showing that current pupils make good progress in reading, writing and mathematics. However, progress in writing is not as strong as the other subjects and is variable between year group classes.
- As a result of effective teaching and carefully targeted additional support, disadvantaged pupils and pupils with SEND make good progress. Therefore, gaps are diminishing between them and other pupils over time.
- The proportion of children achieving a good level of development by the end of the Reception Year is above the national average. As a result, children are well prepared for learning in Year 1.
- The proportion of pupils who achieve the expected standard in the phonics screening check at the end of Year 1 is above the national average. This reversed a below-average

trend over the previous three years. This was because of a focus on improving the teaching of phonics. As a consequence, pupils are well-equipped to develop their reading skills.

- In 2018, provisional results show that key stage 1 pupils' attainment in reading and writing at the expected standard and greater depth was higher than seen nationally. Mathematics was in line with the national average at the expected standard and above for pupils achieving greater depth.
- Provisional data in 2018 at the end of Year 6 indicates that progress in reading and mathematics was in line with the national average. Progress in writing was below the national average.
- Attainment at the end of key stage 2 in reading and mathematics, as indicated by the 2018 provisional information, was above the national average. Writing was broadly in line when compared nationally.

### Early years provision

**Good**

- Some children enter the provision with skills that are below those typical for their age; however, most are broadly in line. From their various starting points children, including disadvantaged children and those with SEND, make strong progress in Nursery and Reception.
- The early years leader is knowledgeable and the provision is well led. The quality of teaching is good. Relationships between adults and children are strong. Adults ensure that children build independence and take risks safely within the environment. For example, with supervision, Nursery children access gardening tools to dig in the mud area and use the hosepipe to fill the water trough.
- Children settle quickly into Nursery and Reception because of the home visits undertaken by the children's key worker. Children learn how to follow daily routines and access resources independently. Children in the Nursery are proud of their achievements and are keen to share their learning folders. Through these learning folders, parents can share 'special learning moments' about their children's achievements outside of school.
- The early years environment is well resourced and organised. It provides rich experiences across all areas of learning. Adults plan interesting themed learning activities which promote curiosity and interaction with others. Practical tasks develop children's knowledge and understanding. Children are interested and motivated in the activities they are exploring. For example, children who were making model aliens were excited to show them to and discuss them with inspectors.
- Children's early writing is evident throughout the early years classrooms. The teaching of phonics is strong. Teachers model the link between letters and sounds effectively. They provide children with opportunities to apply their knowledge. For example, some children were writing an alphabet book independently with good results.
- Parents are appreciative of the good opportunities that the early years offers to their children. One said, 'It is great, wonderful, they make learning fun through play.'
- All safeguarding and statutory welfare requirements are fully met.

## School details

Unique reference number	130915
Local authority	Croydon
Inspection number	10052641

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.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	668
Appropriate authority	The governing body
Chair	Mr Thomas Lovesey
Co-Headteachers	Mrs Rebecca Shelley & Miss Suzanne Kelly
Telephone number	020 86578063
Website	<a href="http://www.ridgewayprimaryschool.org.uk">www.ridgewayprimaryschool.org.uk</a>
Email address	<a href="mailto:office@ridgeway.croydon.sch.uk">office@ridgeway.croydon.sch.uk</a>
Date of previous inspection	20–21 January 2015

## Information about this school

- Ridgeway Primary School is larger than the average-sized primary school.
- Since the last inspection there have been significant changes to the leadership of the school. This includes two co-headteachers, senior leaders and the chair of the governing body. The local authority has supported the school during this transition.
- Pupils come from a wide range of ethnic backgrounds with the largest group being White British.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils with SEND is below the national average.
- The proportion of pupils with an EHC plan is above the national average.
- The proportion of disadvantaged pupils is below the national average.



## Information about this inspection

- Inspectors observed learning in all classes, including all early years provision, jointly with members of the headship team.
- Together with the headship team, inspectors scrutinised pupils' books from all year groups. Inspectors also analysed a range of information about pupils' progress.
- Inspectors listened to key stage 1 and key stage 2 pupils read. They spoke to pupils while visiting classrooms, in the dining hall and on the playground. In addition, inspectors spoke to groups of pupils formally to find out their views of the school.
- The lead inspector met with the chair of the governing body, a group of governors and a representative from the local authority.
- A range of meetings were held with the co-headteachers, deputy headteacher, assistant headteacher, special educational needs coordinator, middle leaders and teachers.
- The lead inspector visited the 'Acorns' breakfast and after-school provision. He spoke to the manager and checked documentation. He observed some extra-curricular activities.
- Inspectors observed pupils' behaviour in assemblies, lessons, at playtimes and lunchtimes.
- Inspectors reviewed various documents provided by the school. These included the school's self-evaluation; improvement plans; the pupil premium statement; governing body minutes and documents relating to safeguarding.
- The views of some parents were collected at the beginning and end of the school day.

## Inspection team

Andrew Hook, lead inspector	Her Majesty's Inspector
Margaret Warner	Ofsted Inspector
Lisa Farrow	Ofsted Inspector
Jo Franklin	Ofsted Inspector

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