

School Context

- Ridgeway is a small village primary school, currently with 77 pupils on roll (March 2019). There are 4 classes – Robins (Rec, Yr 1), Golden Eagles (Yr 2), House Martins (3/4) and Wrens (5/6).
- Ridgeway is a voluntary controlled Church of England Primary School.
- Ridgeway is a 1/2 form entry (PAN of 14 in each year group)
- The Headteacher (William Webb) took up his post in January 2017.
- The staffing changes over the last 3 years is the appointment of the new Headteacher (Jan 2017), a new class TA (Nov 2017) and two 1:1 TAs from September 2018.
- In total, we have 5 teachers, 3 Class TAs, and 2 1:1 TAs.
- 2 TAs are based in Robin Class (Rec, Yr 1).
- The school mostly serves a rural community with some pupils coming out of catchment.
- A total of 7 children are eligible for Pupil Premium funding (January 2019) – 3 children are on FSM6 and 4 children are from service families.
- January 2019 = 43% Girls and 57% Boys; FSM is 3.9% which is far lower than National averages and is down 2% compared to the previous academic year ; 6.6% are from minority ethnic groups and pupils with SEND support is at 9.2%.

Year group	Total	Boys	Girls	SEND	FSM	Pupil Premium	EAL
Reception	15	56%	44%	-	-	-	8%
Year 1	11	50%	50%	-	-	-	-
Year 2	10	50%	50%	20%	10%	20%	-
Year 3	12	55%	45%	-	-	9%	9%
Year 4	9	33%	67%	-	-	-	-
Year 5	9	75%	25%	25%	13%	25%	-
Year 6	11	67%	33%	17%	8%	8%	8%

- The staffing team is made up of the following:

Headteacher – Full-time (0.31 teaching commitment)

Years 5 and 6 – Full time teacher

Years 3 and 4 – two job share teachers. 0.57 and 0.4.

Year 2 – 0.64 part-time teacher – Head covers the rest with HLTA.

Reception, Year 1 – Full time teacher

5 TAs – on various contracts, 4 of which are also lunchtime supervisors.

1 additional lunchtime supervisor

Administrator – Part time – Works from 8am to 2pm every day.

1 Cook and 1 Cleaner (outside company employed).

- The school is part of the Spring Line Partnership (SPS) of schools. Headteachers and phase groups meet regularly every term. We also have strong links with our main feeder school of King Alfred’s.
- The school isn’t part of an academy however the Governing Body and HT regularly discuss this potential route at FGMs.
- The school currently gets external advice/challenge from an external Diocesan advisor, who is part of the Headteacher’s performance management cycle; Headteachers from the Spring Line Partnership visit the school to provide an external outlook on how the school’s addressing its School Development points; and a SIL from the OCC provides guidance and a critical outlook on how effectively the Headteacher is running the school.

Outcomes for children and learners: Good.

The cohorts are small and generalisations drawn from the data are not always helpful in giving whole school commentary. Variations in the performance of a cohort for specific subjects are not indicative of an issue with a subject across the school.

EYFS – Reception has consistently performed above national

Year	School GLD	National GLD	EYFS - Total Average Point Score	National Total Average Point Score
2018	80%	72%	37.5	34.6
2017	82%	71%	40.6	34.4
2016	73%	69%	39.9	34.5
2015	80%	66%	39.5	34.3
2014	67%	61%	36.8	33.8

EYFS – communication and language, Literacy and Maths – 2017/18

	Reading	Writing	Numbers	Shape, space and measure	Listening and attention	Understanding	Speaking
School	80%	80%	80%	90%	90%	90%	90%
National							

EYFS – communication and language, Literacy and Maths – 2016/17

	Reading	Writing	Numbers	Shape, space and measure	Listening and attention	Understanding	Speaking
School	82%	73%	73%	91%	100%	100%	100%
National	77%	73%	79%	82%	86%	86%	85%

Year 1 Phonics Assessment

Year	School	National
2018	80%	83%
2017	90%	81%
2016	89%	81%
2015	56%	77%
2014	67%	74%
2013	64%	69%

Key Stage 1 - 2018 - % Children reaching the expected standard +

	School	National
Reading	91%	75%
Writing	73%	70%
Maths	82%	76%

Key Stage 1 - 2017 - % Children reaching the expected standard +

	School	National
Reading	90%	76%
Writing	80%	68%
Maths	80%	75%

Key Stage 1 - 2016 - % Children reaching the expected standard +

	School	National
Reading	63%	74%
Writing	63%	65%
Maths	75%	73%

Attainment and progress at Key Stage 1 and EYFS- 2018

Things to celebrate	School	National
Pupils working at greater depth within the expected standard in Maths.	36%	22% in 2018

% of children achieving the expected standard + in Reading	91%	75%
% of children achieving the expected standard + in Maths	82%	76%
Year 1 phonics – percentage achieving expected standard. Large improvement on 2016 and 2015 data. Relatively in line with 2017 data	80%	83%
EYFS Total average point score	37.5	34.6
GLD % in EYFS	80%	72%

Key Stage 2 progress (2018)

Reading Progress Score	+0.51
Maths Progress Score	+ 0.80
Writing Progress Score	-0.97

Key Stage 2 progress (2017)

Reading Progress Score	+ 5.2
Maths Progress Score	+ 2.2
Writing Progress Score	+ 2.6

Key Stage 2 progress (2016)

Reading Progress Score	+3.21
Maths Progress Score	+ 1.31
Writing Progress Score	-2.04

Reading scores showed a particular dip when compared to 2016 and 2017 - this evidence has informed our SDP as well a number of our upcoming SDMs and CPD meetings/courses. A full review has been put in place for Reading across the school to ensure that good practise isn't being lost while also looking at initiatives that could support our children's reading in a technology rich world. We know from our KS1 data that Reading continues to start very strong so the key focus will be our practises in KS2. Maths and Writing both have a clear presence in our SDP – a key area of focus is challenge across both subjects and it's this which will drive our progress scores further forward while supporting moving WT children to EXP too.

The analysis school performance (ASP) tool from the DfE has now brought out the KS2 three year average data set for each school in the country for attainment (released Sept 2018). As you can see below, our three year average is a positive one with pupils achieving significantly above the national average at the expected standard and higher standard in reading, writing and maths. Our scaled score averages are also well above national figures too.

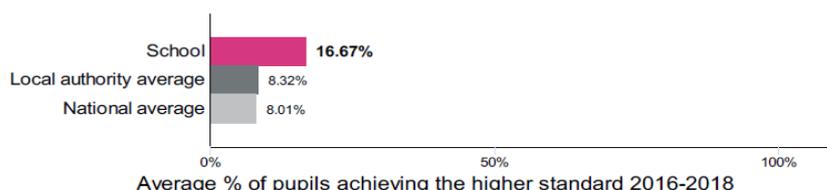
Percentage of pupils achieving expected standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 = 13
 Number of pupils in 2017 = 7
 Number of pupils in 2018 = 10



Percentage of pupils achieving higher standard in reading, writing and maths, 2016-2018

Number of pupils in 2016 = 13
 Number of pupils in 2017 = 7
 Number of pupils in 2018 = 10



Average scaled score in:

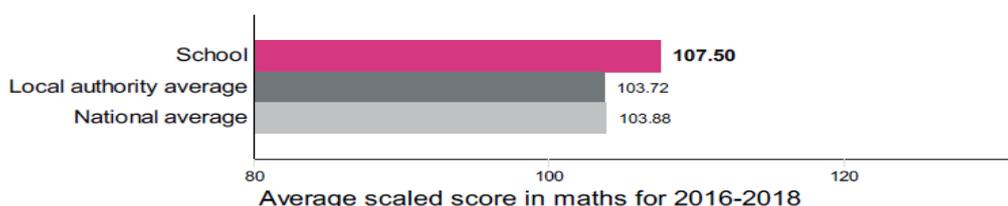
Reading, 2016-2018

Number of pupils in 2016 = 13
 Number of pupils in 2017 = 7
 Number of pupils in 2018 = 10



Maths, 2016-2018

Number of pupils in 2016 = 13
 Number of pupils in 2017 = 7
 Number of pupils in 2018 = 10



Attainment and Progress Key Stage 2 – Year 6 - July 2018

Thing to celebrate	School	National
% of children achieving the expected standard in Reading, Writing and Maths	70%	64%
% of children achieving the expected standard in Writing	80%	78%
% of children achieving the expected standard in Maths	80%	76%
% of children achieving the expected standard in Grammar, Punctuation and Spelling	90%	78%
% of children working at greater depth within the expected standard in Reading	50%	28%
% of children working at greater depth within the expected standard in Writing	30%	20%
% of children working at greater depth within the expected standard in Maths	50%	24%
% of children working at greater depth within the expected standard in M,W and R combined.	30%	10%

What have we put in place to address the needed improvement in EYFS, KS1 and KS2?

- The procedure for monitoring and reacting to pupils’ progress and attainment (introduced in January 2017) is now established and needs to be maintained. Pupil progress meetings (PPMs) happen every term after teachers have given in their teacher assessment – this also directly feeds into appraisal meetings which happen three times a year (Start of the academic year meeting, interim meeting, final meeting). During PPMs teachers are supplied with data analysis from the head in the form of key group analysis and individual children analysis. This maps out the exact areas of development that need to be focused on the following term.
- Set governors monitor progress and attainment across the school – this happens through the Headteacher providing them with updates (x 2- 3 per year) on anonymised pupils progress and attainment data as well as the interventions happening due to the results.
- Book-looks are happening in every half term. This happens with the Headteacher and the subjects leads. Informal book-looks are also happening during staff meetings throughout the year allowing all teachers to share outstanding practice and to support one another when difficulties arise.

- Learning observation weeks (Started November 2018) happen throughout the year and look at all aspects of teaching and learning. Some of the key areas explored are book-looks, pupil conferencing, AFL (assessment for learning) and learning environments.
- Staff meetings and 1:1 meetings with staff have led to more emphasis being put on the key skills in writing (Vocabulary, grammar and punctuation) to ensure that children are learning the skills in the context of the English and Topic lessons and not just discretely.
- Training has been given to Year 5/6 teacher about how to achieve ‘shifts in formality’ within the greater depth section for writing.
- The Headteacher is now working with other Headteachers who are providing an external perspective of how the school’s addressing its main improvement points. This has been particularly helpful with raising the amount of quality extended writing across the school and increasing the frequency and standard of problem solving in Maths. The Headteacher is also working with an SIL (School improvement Leader) who’s an experienced Headteacher within Oxfordshire. His function is to ensure that the school’s SEF and SDP are being properly addressed and implemented. This has been useful.
- All teachers and TAs were involved in creating the ‘What we expect at Ridgeway’ document in July 2018. This maps out in 3 sections what’s expected of teachers and children during the average school week. It looks at books, AFL and the learning environment. This set document provides a constant across the school while not curbing the teacher’s characters and creativity. Aside from the points in the document, teachers are free to be as independent as they like with their teaching.

Why outcomes for pupils is not yet outstanding

- Raise the Governors ability to interrogate data through training sessions with Headteacher; Excellence in Governance training through the Diocese and data subject meetings with subject leads.
- Raise Girls progress in Maths – KS2 data for the last three years has shown a clear difference between Girls and Boys – 2015/16 – Boys = + 3.04 Girls= -0.7 2016/17 – Boys = +3.56 Girls = -1.28; 2017/18 – Boys +5.12 Girls = -2.09

Quality of teaching, learning and assessment: Good

Evidence that supports this judgement includes Headteacher and subject co-ordinator monitoring.

- The school benefits from an experienced staff that have good subject knowledge particularly in core subjects. Teacher standards are reviewed as part of every appraisal process.
- Appraisals are firmly linked to pupil progress and attainment, teacher standards and SDP priorities. Robust performance management processes ensure that SDP priorities are paramount.

- Book scrutinies show that children are, for the majority of time, exposed to the focus of the lesson (WALT) and that they have good access to the success criteria that will guide them forward with their learning. Children are also improving with their level of response to the teacher's comments which are now firmly focused on moving the children forward with their learning – this is an area that needs to continue developing.
- Observations happen regularly during the year and show a good/outstanding provision of teaching, learning and assessment. Observations are carried out by both Headteacher and middle leaders
- Pupil voice –**Dec 2017** gave us a clear picture of what we can continue to develop from a child's point of view for learning – namely, we must continue to develop our marking so that children find it useful and act upon it. We ran another pupil voice in **March 2019**. This went very well and showed that we have addressed the development points from Dec 17, especially the marking in children's books. Future development points will now focus on giving the children more collaborative work opportunities.
- Teachers work with colleagues and with other schools in the partnership to moderate assessments to ensure continuity and solid accuracy - Feb 2019 was the latest round of moderation meetings that happened in our local partnership). **Next one due in May 2019**.
- Teachers are well informed about pupils prior to transfer and are therefore able to meet the pupils' needs from the beginning of Term 1.
- Relationships between the school and the link secondary schools are strong.
- Teaching Assistants are involved in the dialogue of how to improve learning outcomes for children. This happens in regular meetings and catch-ups during the week. Opinions and thoughts are taken into account, discussed and often implemented following staff meetings. This has led to greater engagement with the learning process by the TAs which in turn has led to better outcomes by the children- impact shown particularly in the children's books. . TAs are also included in emails that are sent out to teachers.
- TAs regularly record their assessments of pupil learning through their interventions and TA led sessions which informs teaching for the next lesson.
- Different strategies are employed to improve learning outcomes: small group interventions, booster sessions, pre-teaching.
- English and Maths working walls motivate pupils to use their environment to support their learning.
- Parent teacher consultation uptake was at 93% March 2019, which means parent involvement is good and is being maintained at school – it was also 93% in November 2018.
- Calculation and problem solving workshops happened in June 2018 to support parents with the methodologies that we use across the year groups. This is to ensure that nothing is being deconstructed when the children go home and that in fact, home is fully supporting the learning that goes on in school. The workshop also looked at the different types of problem solving that children experience in Maths on a weekly basis.
- Our target system is now driven by our daily emphasis on differentiated success criteria and quick marking feedback by teachers which children respond to regularly. We, as a school, feel that this instantaneous approach to children's learning makes targets useful, fully appropriate and contextualised for children allowing them to continually have a firm idea of what they've achieved in their learning and what they still need to develop.

- Topic assessment and reporting of data has developed significantly since Sept 2018. Along with measuring our curriculum coverage with a whole school system, we now also have a new assessment logging system (from Dec 18) which allows us to measure progress over the course of the year.

Why teaching, learning and assessment is not yet outstanding

- We need to develop the interaction between pupils and their learning environment. Working walls are very much improving and we now need to see more consistency with pupils referencing the working walls during lessons for guidance and engaging with questions and challenges presented to them on the boards.
- Marking needs to continue increasing interaction between teacher and pupil in Topic books. Pupils are starting to respond well to teacher marking by making corrections and challenging themselves, however this isn't regular enough yet across the whole school in Topic – we've seen a big improvement in our Maths and English books. [The March 2019 learning observation week for Topic and Science has shown us that marking has improved significantly since Sept 18 for both areas. This will now be covered further in future staff meetings over Term 5 and 6 to ensure that it continues on its way to being embedded.](#)
- Topic work needs to develop in quality and quantity in some year groups. The 'significant pieces of work' that we expect to see regularly in Topic books has been included in our 'What we expect at Ridgeway' document and will be officially assessed in Feb 2019. [March 2019 book-looks have shown big improvements across the school with Topic work. Children are being given regular opportunities to fully immerse themselves in the foundation subjects. Extended writing has increased enormously in Topic since Sept 2018.](#)

Effectiveness of Leadership and Management: Good

- The Governing Body are highly active and supportive. Their skill sets are utilised effectively to ensure that all required roles within the GB are filled correctly, allowing the Headteacher and the school to have the optimum level of support and guidance.
- Governors are well informed of local and national education issues.
- Governors have ensured that a CPD budget has been set aside for the Headteacher. Training so far has included Safer recruitment, Designated Safeguard Lead training, the 3 day Oxfordshire Heads conference and a Diocesan Induction day for new heads.
- The GB are developing their monitoring of pupils progress and attainment allowing them to start challenging underperformance. A key example of this is through subject governor meetings with subject coordinators – last ones to happen were in Jan –March 2019 (Reading, Writing, Maths, Science and SEND/PP).

- Assessment is used effectively to inform pupil progress meetings and is also used to inform parents about the progress their child is making.
- A culture of high expectations is set through pupil progress meetings and staff appraisals which allows aspirational targets to be set in order to facilitate achieving the highest academic outcomes.
- Staff meetings happen almost every week and are related to our SDP priorities. The timetable for these meetings are often decided by the whole staff.
- Robust appraisals of staff and of HT (supported by an external advisor from the Diocese) ensures that it leads to realistic improvements in teaching and learning, and accurate monitoring of progress and attainment to identify and share good practice around the school.
- Governors effectively hold the HT to account and raise challenging questions (See FGM minutes).
- HT and Governors have high expectations for the school – demonstrated in the school’s SDP priorities. Governors are also assigned to these priorities ensuring strategic development and collective responsibility.
- The SDP priorities are part of governor monitoring visits.
- The HT, GB, office administrator and bursar carefully monitor the budget to ensure that high quality provision is provided to meet the needs of all pupils and ensure economic stability for the future.
- Middle leaders are continuing to develop their roles that began in 2016/17. Middle leaders now observe lessons, run book-looks as well as initiating pupil conferencing. Middle leaders also meet with the relevant subject governors to discuss their action plans and their subjects data sets (both progress and attainment).
- SDP/SEF priorities have been communicated to parents and are accessible via the school’s website.
- Our broad and balanced curriculum which includes SMSC and British Values, is often enriched by outdoor lessons (Outdoor learning), our School’s value system, Open the Book taking assemblies (once a week), World book day, 500 words competition, Children in need, Church visits and school trips (Hill End outdoor learning, Junior Good citizen, Farmer Gow’s to name a few). Children’s work demonstrates high engagement with Topic themes (Book Looks/scrutiny show this).
- We have developed our outdoor learning at school. A teacher has been trained to level 2 for outdoor learning. We are now using some of the additional PE funding to run outdoor learning sessions every week for each year group to support our children’s learning – this will stop from Jan-July 19 while our current outdoor learning teacher takes some time away due to ill-health. Our aim is for it to start up again in Sept 19.
- Extra-curricular activities are very popular and happen every day of the week both during the day at lunchtime and after school e.g multi-skills, football, athletics, netball, knitting, Karate, Zombie Maths, Choir, homework and reading.
- Our school regularly shares CPD opportunities within the Springline Partnership (SPS) which is a real strength. Along with whole school inset days, we also hold termly meetings amongst phase groups, TAs and office staff in the SPS. HTs meet 12 times a year (x6 full days and x6 half days).

- PE funding and Sports Premium is allocated to allow teachers to observe and learn from experts in physical education. The latest instalment has been with cricket for the whole of KS2 (March/April 2018).
- The HT works with the Church/Diocese teams to promote good spiritual, moral, social and cultural development for all pupils. SIAMS training (March 2017) played a part in supporting the HT with this. In Jan 2019, SIAMS training also happened for Teachers and governors.
- Our school Rector and Foundation Governor come in to run a collective worship every week and they build their collective worships around the school's monthly values that are at the forefront of our children's behaviour and actions – their collective worships are also supported by the Headteacher. Throughout the year, the children take part in Church services eg Harvest, Christmas and Easter as well as other events.
- Engagement with parents is an essential part of the school's running. HT ensures that he's outside the school gates at the beginning of the school day; we hold workshops (E-Safety; Calculation and problem solving – November 2018 and May 2018 respectively) to support parents with their children; open mornings have been held at weekends for new parents; concerts are held (Autumn, Spring and Summer concerts) showing off artistic talents; HT operates an open door policy which is used and appreciated; class productions; Love your School Days where parents volunteers turn out in good numbers to sort a variety of maintenance jobs i.e. painting of the pond fence mystery reader and so on.
- Safeguarding is effective and takes high priority. HT has done Safeguard lead training (DSL) and our Year 5/6 teacher has also done hers. All staff are up to date with their generalist safeguard training and the HT has done his Train the Trainer training. Our out of hours club lead is also now a DSL.
- An annual safeguarding audit (report) is completed by the HT, reviewed by the safeguarding governor and sent to the LADO team. It currently indicates Good provision.
- Our safeguarding noticeboard (pocket guides included), staff meetings, and training have established a culture of vigilance.
- A breakfast club (7:30am start) and an after school club (6pm finish) is up and running and doing very well (started in September 2017). The Club leader works closely with the Headteacher to ensure that the School Values are followed – The Club leader is also matching craft/art activities to the Topics being done in school. Since Sept 2019, we've employed a second member of staff for the out of hour's club which means that it's shown itself to be financially viable moving forward.
- School council is established and thoroughly involved with fundraising (Red nose day and the Fun run), school improvements (Skiddaw climber, Friendship stop) and the school values (they created our new values board in Feb 2017) – since then, we've also established badges for our value ambassadors (Jan 18). New values board up in April 2019 – key link to our new Christian Vision.
- **New Christian vision – more to follow...**
- PTA are thoroughly involved in the school and meet regularly. They liaise effectively with the HT and are a great asset to the school. They organise 'love your school' days; race nights, Easter bingo, fund our music lessons and lots more. Their overall fundraising is impressive. Recently (October 2018) they purchased a new school notice board, a scooter pod and a new learning mat for EYFS.

Why Leadership and management are not yet outstanding:

- GB is continuing to raise their involvement in the curriculum subjects and is continuing to develop a high profile with the parent body. They also need to continue to develop their interrogation of data with Headteacher and subject leads.
- To develop and further establish middle leaders in the school – Data analysis for their subject is the next key step.
- Following our July 2018 OFSTED inspection we've been given a clear next step: to have a deep understanding of the quality of the entire curriculum needed to make sure it becomes highly effective.

Early Years Foundation Stage: Outstanding

- GLD at the end of EYFS for the last 5 years has been above the national average (**80%** GLD for 2018).
- Total average point score has been above national for the last 5 years (**37.5** for 2018).
- Efficient running of the EYFS has led to outstanding continuous provision.
- The EYFS team includes a highly experienced teacher and well qualified teaching assistants.
- EYFS is very well organised. The need for clear structures and organisation is heightened by the fact that the teachers and TAs also have Year 1 with the EYFS children.
- The outdoor area is utilised effectively to provide good, continuous provision. Since September 2018, this has been enhanced through a number of outdoor learning resources and interactive displays for both English and Maths.
- Staff are very open to trying new initiatives. New resource areas for children to access the outside area have been created.
- Child initiated learning is catered for through engaging and nurturing environments (both inside and outside) as well as well-chosen, set-up resources for the children to access daily.
- The curriculum and daily routines are well organised and a good balance between child initiated play/learning and adult led activities in all areas is evident.
- All staff in EYFS contribute to a comprehensive assessment system – Learning journeys are continually updated and extensively detailed.
- Parental engagement is very important. Class 1 (EYFS based) has many parent helpers during the week and regular sharing of information with parents both formally and informally happens continually.
- Planning is thorough and in-depth across the 7 areas of learning. Staff use information gained from ongoing assessments to plan the children's next steps in learning and monitor their progress.
- Pupil progress meetings monitor the progress of all pupils so that individual needs are met and relevant activities and interventions are planned accordingly.

What needs to be monitored to ensure we maintain outstanding provision in EYFS?

- Maths resources to continue to be developed so they're visible and accessible for children to use – this has been developed well over the last year since Sept 2018. Children now need to access this area more independently, using both the centralised resource areas (shedlets) more and the new interactive displays i.e. numbers tracks, number squares etc.

Personal Development, behaviour and Welfare: Good

- Safeguarding has always taken a high priority. Staff undertook the KCSIE (Part 1) in September 2017 to demonstrate their understanding of 'Keeping children safe in education'.
- Along with Generalist training being continually up to date, staff are also annually updated and given further training on the following Safeguarding areas: FGM, CSE, Prevent and FM.
- The children in the school are very polite and happy, and relationships within and across year groups are both supportive and positive. See pupil questionnaire Dec 2017
- Staff and pupils have an ethos which discourages any form of discrimination. Action records which record incidents are monitored and analysed by the HT to pick up on any patterns.
- Years 5 and 6 demonstrate leadership skills through their involvement in the school council. They organise events e.g Red Nose Day and they're beginning to run Collective Worship on Monday Mornings. They also support the younger children in the dinner hall by spreading themselves around all the tables so that a younger child will always have an older child to talk to and to ask help from if they need it – this works very well.
- Our school values are now becoming embedded in the school. Each month, there is a focus school value which features in the collective worships every week. Each class then selects one child to be a value ambassador for that month's value if they demonstrate a deep understanding of how to use it – School hall display and on website.
- Attendance is 96.6% (July 2018) demonstrating positive attitudes to learning by the majority of pupils. Attendance is monitored and reported to governors. Analysis ensures that all groups are looked at for attendance i.e pupil premium, SEND etc and appropriate actions are put in place when issues arise i.e. extra parent consultations, health care plans, parenting contracts, support from county (Attendance officer advice) – this all supports improving attendance for the small minority of pupils that need assistance.
- Staff and governors have undertaken prevent duty training.
- Pupil survey question that links to feeling safe as well as general enjoyment – Dec 2017
- Parent Questionnaires – April 2018 -linked well to developing our practise of everyday running of the school.
- Internet access features (security) are fully in place to ensure the online safety of our pupils. The school has an ICT Acceptable use agreement in place. E safety lessons are in place as

well as an E-safety policy that's frequently updated (July 2017 last updated). We now have Gooseberry planet to supplement and guide our E-safety teaching and learning (September 2018). Further E-safety workshop for parents being run in April 2019

- The school has a robust anti-bullying policy. This is complimented by our growing value culture at school.
- Health and safety audit – June 2018 – The small number of actions given have been addressed.
- The school is very successful at ensuring that children feel safe and that they have a good understanding of issues relating to safety. We have an effective child protection policy in place which is reviewed annually (review due in Jan 2019).
- Children have strong SMSC development and awareness through being active school citizens i.e. Junior Good citizen (Yr 6), Red Nose Day, Projects with our link school in Cowley, Oxford, our school values and collective worship assemblies, Mindfulness activities in class and the Topics that embrace the world around us.
- Through book-looks, drop-ins, pupil conferencing and observations, it is clear that our children have a thirst for learning and that their work ethic is impressive.
- Pupil voice is at the core of our continual journey to improve as a school. Through daily collective worships (Teacher Led, child led, Church led and Open the Book led) and PSHE lessons we ensure that their views are always heard and acted upon.
- The school adheres to all OCC guidelines regarding action prevention and reporting. Action records and first aid administered slips record incidents to enable the school to monitor any patterns.
- Pupils have a good understanding of their own heritage. Events like Remembrance, visits to the local church and walks around the village to find out the history of where the children live contribute greatly to their heritage comprehension. Our very close relationship with Open The Book (made up of various generations from the village) give the children a superb insight into village life over the past 80 years – OTB visit the school every week to run our Wednesday assemblies

Why provision is not yet outstanding:

- Develop teaching of PSHE around school and raise pupils' understanding of internet safety (Gooseberry planet to develop this – Sept 2018) including online bullying – link to the PSHE association.
- Develop Pupils' awareness of national/international cultures – Zulu Wow day to happen in November 2018. We've now started a partnership with a Ghanaian school. It's very early days but we'll be sending letters to them in April 2019 and hope to start a pen-pal project.
- We now need to use our value ambassadors more in SMSC projects around and outside of our school – so far, this has been done at Fitzwaryn School in Wantage. More needed.

Overall Effectiveness: Good

Action taken to address the areas of development from the last OFSTED inspection - July 2018

‘Leaders and those responsible for governance should ensure that they have the deep understanding of the quality of the entire curriculum needed to make sure it becomes highly effective’.

- Clear, whole school document (*What we expect at the Ridgeway*) has been developed to ensure continuity and quality across the curriculum in all classes.
- New assessment system has been developed for all subjects (Topic subjects included) to ensure a robust system is in place to monitor and assess children progress in all subjects and not just English, Maths and Science.
- Overview system has been developed to ensure that we have full coverage across all Topic subjects over the course of EYFS, KS1, LKS2 and UKS2 – titled the jigsaw overview – created by Michael Tidd on TES.
- Governors will be trained up over 2018/19 to ensure that they’re not just fully aware of the core subjects, but also that they’re fully aware and understand how we’re doing as a school when it comes to entire curriculum coverage and achievement.