

Inspection of a good school: Bishop Ridley Church of England VA Primary School

Northumberland Avenue, Welling, Kent DA16 2QE

Inspection dates:

6 and 7 March 2024

Outcome

Bishop Ridley Church of England VA Primary School continues to be a good school.

What is it like to attend this school?

Pupils really are the stars of this school; they are charming and polite to everyone. Pupils at Bishop Ridley are cared for and valued. They are happy to come to school and eager to tell visitors about their learning and the activities they enjoy. Pupils feel safe and are kept safe. They can list five trusted people they would talk to if they had a worry or a concern.

Leaders and teachers have high expectations of what pupils can achieve, including those with special educational needs and/or disabilities (SEND). There is an inclusive atmosphere. Pupils understand that some people will need more help and support than others; 'It's fair, the help makes it fair for them,' said one.

A wide range of activities enhance pupils' school experiences. They look forward to and enjoy trips to the Thames Barrier and the British Museum, visits from the Royal National Lifeboat Institution, a Team GB gymnast and even a group of llamas, as well as participating in clubs such as multi-sports, art and football.

Pupils' behaviour in lessons is a pleasure to behold. Pupils have learned they should treat each other the way they want to be treated in return. Bullying is rare and pupils have confidence that staff will deal with any behavioural issues.

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

The school has maintained a good standard of education since the previous inspection. Staff work effectively to provide pupils with a broad and interesting curriculum. Reading is a school priority. Staff are well trained in delivering the systematic phonics programme. This learning begins in Nursery as children identify sounds and enjoy songs. As soon as they enter Reception, children start to learn phonics. Progress is constantly checked by staff and if pupils are struggling the school provides extra lessons in small

groups to help them catch up. Teachers choose books that help pupils to recognise and practise new sounds and words.

In other areas of the curriculum, the school ensures that there is coverage of the national curriculum. In mathematics, pupils are encouraged to solve problems and to discuss and explain their methods. In a few other subjects, however, recent changes to the curriculum are not fully embedded, and while pupils can discuss their current learning they struggle to make links to their previous learning.

The school quickly identifies those pupils who may need additional help, including those with SEND. They engage with external partners and specialists to ensure that pupils get the help that they need. Teaching is adapted to meet these pupils' needs and teachers and other staff work together closely to ensure that pupils with SEND are supported in lessons.

The school successfully encourages pupils to behave well. Adults consistently use the school's behaviour reward and consequence system to monitor and react to low-level behavioural incidents. Staff support each other to deal with any issues.

The school is improving pupils' rates of attendance. They hold meetings with pupils and parents and carers where attendance is low and write to parents to discourage those who take their children on holiday in term time. They also offer different types of support to parents who are struggling to ensure that their child attends school regularly. Pupils are offered rewards such as certificates and recognition of good attendance in Friday assemblies.

A range of artistic, sporting, musical and other enriching experiences are offered by the school. The school choir sings at different events, such as a concert held at a major venue. The mixed football team is currently competing in the local schools cup. Pupils undertake field studies in the local area and visit different places of worship. Year 6 pupils enjoy a five-day residential experience in Suffolk. Pupils can also enrich their time at the school by taking on responsibilities. They can become leading lights and help during collective worship, be a school councillor or a play leader in the infant playground.

Most staff have no concerns about their workload or well-being and say they feel well supported by leaders. They appreciate the training they receive.

Leaders make sure the school is the best it can be. They work to continuously develop learning and ensure that pupils are happy, fulfilled and safe. They have the full support of the local authority and the diocese. Governors know the school well. They are ready to question and challenge the work of leaders when needed. They understand and fulfil their statutory duties. Parents' views of the school are very positive and the school works in partnership with them to support pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, recent changes to the curriculum are not fully embedded and pupils are not able to link their current learning to what they have learned before. Leaders need to ensure that key knowledge and skills are consistently identified in all subjects and that these alterations and new developments are securely in place.

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 second ungraded inspection since we judged the school to be good in March 2014.

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	134780
Local authority	Bexley
Inspection number	10324714
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	The governing body
Chair of governing body	Ben Bridges
Headteacher	Stuart Keep
Website	www.bishopridleyschool.org.uk
Date of previous inspection	19 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school is designated as having a religious character. The school is in the Church of England Diocese of Rochester. The school's most recent section 48 inspection was in March 2019.
- The school does not use any alternative provision for its pupils.

Information about this inspection

- Inspections are a point-in-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. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector spoke with the headteacher, the deputy headteacher, senior leaders and subject leaders. She also held meetings with members of the governing body and representatives from the local authority and the diocese.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject

leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of their work.

- In considering the effectiveness of safeguarding, the inspector reviewed the single central record of pre-employment checks, held meetings with the leader with responsibility for safeguarding and spoke with staff and pupils. She also reviewed documentation related to pupils' behaviour and welfare.
- The inspector considered the responses to Ofsted's online surveys completed by parents and staff.

Inspection team

Eleanor Ross, lead inspector

His Majesty's Inspector

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