

# Ripley Endowed Church of England School

Inspection report

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<b>Unique Reference Number</b>	121580
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	380273
<b>Inspection dates</b>	12–13 September 2011
<b>Reporting inspector</b>	Kathryn Dodd

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	86
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cathy Lewis
<b>Headteacher</b>	James Pynn
<b>Date of previous school inspection</b>	27 September 2006
<b>School address</b>	Ripley Harrogate HG3 3AY
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in eight lessons involving five teachers. The inspection team held discussions with staff, groups of pupils, with members of the governing body and with parents and carers. The inspectors observed the school's work and reviewed documentation, including a review of improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspectors analysed 32 questionnaires returned by parents and carers, 51 from pupils and 11 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils' attainment by the end of Year 6 is above average and whether pupils make consistently good progress, particularly in mathematics and writing.
- Whether the children in the Early Years Foundation Stage make good progress, particularly the more-able children.
- How well teachers use assessment to provide work that matches pupils' varying abilities and how well pupils are involved in understanding how they are getting on.
- How well the curriculum is adapted to boost pupils' attainment in mathematics and in writing.
- How effectively leaders and the governing body review information about pupils' progress and use it to influence their monitoring activities, to shape improvement planning and their evaluation of the school's effectiveness.

## Information about the school

Almost all of the pupils at this small school are White British. The proportion of pupils known to be eligible for free school meals is well-below average. The proportion of pupils with special educational needs and/or disabilities is below average. The grouping of pupils into classes has been revised. From September 2011, pupils, including children in the Early Years Foundation Stage, have been taught in four, mainly mixed-aged classes each morning and three mixed-aged classes most afternoons. The school has been accredited with the Basic Skills Quality Mark and has Healthy School status. Almost all the teaching staff have joined the school since the previous inspection. The headteacher, following two periods as acting headteacher starting in January 2010, was appointed in January 2011.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. In this friendly, safe and welcoming setting, pupils demonstrate good attitudes to learning and behave well. Pupils are eager to contribute positively towards their school. From a young age, they enjoy taking on opportunities for making their school a healthy and happy place to learn. The quality of care, guidance and support is good, with pupils' welfare continually kept in firm view. These factors, along with the confidence pupils have that any problems they encounter will be dealt with quickly, ensure they feel safe. Most parents and carers agree the school offers a good quality of education. They say that 'staff are very approachable and appreciate arrangements for settling new children into school life.'

Although most pupils make good progress, children in the Early Years Foundation Stage make satisfactory progress. This is because the activities provided do not always challenge children of varying abilities, particularly the more-able. Opportunities for the children to develop their skills and knowledge as they learn independently are sometimes overlooked because it is not always clear what they are expected to learn. Owing to the small numbers of pupils in each year group, attainment can fluctuate widely from year to year. Nevertheless, from pupils' varying starting points, their attainment by the end of Year 6 is above and sometimes well-above average. This reflects good progress and the good quality of the teaching and curriculum. In reading and mathematics, teachers make good use of their assessments of pupils' skills to provide work that meets their varying ages and abilities. As a result, pupils have a good understanding of what they need to do to reach their learning targets. Pupils' progress in writing is inconsistent because these good practices are not always well applied. There are also insufficient opportunities for pupils to practise their writing skills in their work in other subjects.

Despite recent challenges arising from several staff and leadership changes, accommodation improvements, budgetary constraints and class reorganisation, the school is moving forward successfully. This stems from the effective leadership of the headteacher and a senior teacher, who willingly and enthusiastically undertake many additional responsibilities in key areas. In addition to their own significant teaching commitments, together they ensure the achievement of pupils is carefully tracked and reviewed regularly. Consequently, appropriate improvement priorities, such as to accelerate pupils' progress in writing, are pinpointed. Leaders have an accurate, realistic and shared evaluation of the school's overall effectiveness. However, they do not review the performance of children and quality of provision in the Early Years Foundation Stage rigorously enough. Nevertheless, the positive impact of their

efforts in other key areas, reflected in pupils' rising attainment, particularly in reading and mathematics, demonstrates that there is a good capacity to improve further.

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

- Accelerate children's progress in the Early Years Foundation Stage to a good rate by:
  - improving the use of assessment so that planned activities challenge children of varying abilities, particularly the more-able
  - making sure that children are clear about what they are expected to learn when they play and learn independently
  - improving the rigour with which leaders review information on children's progress and monitor the quality of provision in order to influence improvement planning more precisely.
  
- Accelerate progress in writing to a consistently good rate by:
  - providing more opportunities for pupils to practise their skills as part of work in other subjects
  - making sure pupils are clear about their precise learning targets and the next steps to attain them
  - ensuring teachers make consistently good use of assessment to plan activities to challenge pupils of all ages and abilities.

## Outcomes for individuals and groups of pupils

2
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Achievement is good. Pupils, including those with special educational needs and/or disabilities, make good progress. Their progress in developing their basic skills in writing, however, is satisfactory rather than good. In lessons, pupils behave well. They are usually attentive and keen to learn, working at a good pace, particularly alongside adults or in pairs. Pupils discuss their learning sensibly together and with adults, demonstrating their confidence and maturity. Although most also respond enthusiastically to teachers' questions, learning slows occasionally when pupils listen to their teacher for too long or when activities are insufficiently challenging, such as when completing uninspiring worksheets. Pupils' attainment varies widely. However, it is usually above average, especially in reading and mathematics. Current attainment and pupils' good rates of progress together with the most recent national test results show an upward trend in achievement. Sensitive deployment of support staff enables pupils with special educational needs and/or disabilities to make good progress.

Pupils' enjoyment mirrors the enthusiasm with which they talk about school. Although pupils are very keen to attend school, attendance rates overall are broadly average because of pupils taking holidays during term time. Pupils are very knowledgeable about how to keep safe, showing great concern for one another's welfare, particularly for new children and when crossing the road to the town hall at lunchtime. Their good understanding of how to lead a healthy lifestyle shows in the enthusiasm with which they talk about sporting activities, such as tennis, and their eagerness to attend the 'Let's get Cooking Club'. Pupils enjoy the many

opportunities they have to contribute to their school and wider community, for example as reading buddies or school councillors, participating in activities within the parish and raising funds for local charities. Opportunities for older pupils to mix with others from ethnically and socially diverse groups within British society have recently extended but are yet to fully involve younger pupils. Pupils are prepared soundly for their future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers' enthusiasm, good organisation and positive relationships all make a strong contribution to pupils' good progress. Most teachers make good reference to lesson objectives, ensuring that pupils are clear about what they need to do if they are to achieve them. In the best lessons, teachers ensure pupils respond to direct, individualised, well-targeted and challenging questioning. They provide regular opportunities for pupils to discuss their learning together and activities that are practical, active and exciting. Occasionally, pupils' concentration drifts when teachers' questioning techniques fail to engage everyone. In mathematics, assessments of pupils' achievements are used effectively to influence teachers' planning and the curriculum is good. An extended range of additional support programmes for pupils who need to catch up, coupled with good opportunities for pupils to solve challenging mathematical problems, are all helping to raise attainment.

In Years 1 and 2, a systematic and very regular programme to teach reading skills is taught effectively by teachers and support staff alike. This, along with new resources, ongoing opportunities for pupils to read alongside adults or reading buddies', contributes to their good progress. Too few opportunities for pupils to practise their writing skills as part of their work in other curriculum subjects continue to hamper their progress. Effective partnerships beyond school successfully help to extend the curriculum, particularly in sport. A good range of trips, particularly into the locality, and clubs after school enrich the curriculum well and contribute to pupils' enjoyment.

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Good quality care, within a warm and nurturing environment, radiates throughout staff and the pupils. Pupils know someone is always on-hand to support them should they have any concerns or worries. The good progress of pupils with special educational needs and/or disabilities reflects the effective partnerships engendered with both external support agencies and with their parents and carers. Procedures to promote better attendance, such as to dissuade pupils from taking holidays during term time are strengthening.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

In his quest to drive improvement forward, the headteacher successfully forges effective partnerships with others. These partnerships successfully help to extend the curriculum, provide professional development opportunities for staff and to seek out best practices. Leaders have a positive relationship with most parents and carers, who are very supportive. An active group of parents and carers, for example, raise significant funds to support school improvement, such as purchasing new reading resources. Opportunities for parents and carers to express their views and to be fully consulted about school improvement plans and decision-making are still developing.

Making sure that pupils are well supported and that their achievement improves where it is in most need steers school decision making. This is why, for example, pupils' progress is tracked carefully, regularly and accurately and why leaders have reorganised class groupings. This demonstrates their commitment to providing equality of opportunity and their successes are already evident in improved achievement in mathematics and reading. Safeguarding procedures are satisfactory and are currently being reviewed and strengthened. Procedures to ensure all staff are well trained in child protection matters are good. The school makes a satisfactory contribution to community cohesion. It has a clear understanding of the community that it serves. The school is a harmonious place to learn and opportunities for pupils to engage with local community groups are good. There are fewer opportunities for pupils to engage with ethnically diverse groups further afield. The governing body is well aware of the school's strengths and weaknesses, contributing regularly to improvement planning and self-evaluation processes. It knows that its next step is to support the headteacher more effectively by strengthening its skills in key areas, such as reviewing pupils' performance, monitoring the quality of provision and the effectiveness of safeguarding arrangements.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Learning gets off to a steady start. Children make satisfactory progress from their usually average and in some aspects, such as in their personal, social and emotional development, often above-average starting points. They start school ready to learn. They behave well, are good listeners and get along well together. Warm and caring relationships between adults and children, along with good arrangements to settle children into school, ensure that they quickly feel happy and safe. In recent weeks, significant changes to the learning environment and accommodation have taken place. It is clean, bright and well resourced, both indoors and outside and is conducive to effective learning. However, at present, as children explore their new environment through independent play, it is not always clear what they are expected to learn. Opportunities for assessing children's achievement and identifying their next steps during these times are therefore still overlooked. When children learn directly alongside their new class teacher, such as when learning new letter sounds, some children make good progress. For the more-able children, however, progress is hampered because learning does not always build well on what they already know. Leadership and management are satisfactory. Throughout a recent period of significant staff change, leaders have focused efforts on minimising the impact on children's achievement and in supporting new staff. As a result, outcomes in 2011 improved, particularly the proportion of children reaching the expected levels of development and, as such, reflected satisfactory progress. Although appropriate procedures to assess children's steps in achievement are in place, leaders have yet to use this information to good effect, particularly to pinpoint precisely where learning needs to speed up or to identify precisely where further improvements are required.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers who returned questionnaires and those who talked with the inspectors express their support for most aspects of the school's work. The large majority are happy with their children's experience at the school. The overwhelming



majority agree that the school keeps their children safe and helps them to lead a healthy lifestyle. Parents and carers of new children in the Early Years Foundation Stage say how much they appreciate efforts of staff to ensure their children settle quickly and easily into school life. A very small minority disagree that their children make good progress, which mainly reflects concerns arising from several previous teaching staff and leadership changes. They acknowledge that, although the school has `undergone a great deal of upheaval', there have been also been `many changes in a short period of time' which are seen to be `for the better'. Inspectors found pupils' progress is good overall, although it remains inconsistent particularly in writing and for children in the Early Years Foundation Stage, where it is satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ripley Endowed Church of England School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 32 completed questionnaires by the end of the on-site inspection. In total, there are 86 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	63	10	31	2	6	0	0
The school keeps my child safe	16	50	15	47	0	0	1	3
The school informs me about my child's progress	10	31	16	50	3	9	0	0
My child is making enough progress at this school	11	34	11	34	7	22	0	0
The teaching is good at this school	12	38	13	41	3	9	0	0
The school helps me to support my child's learning	9	28	17	53	3	9	0	0
The school helps my child to have a healthy lifestyle	14	44	16	50	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	41	13	41	0	0	0	0
The school meets my child's particular needs	12	38	9	28	6	19	0	0
The school deals effectively with unacceptable behaviour	4	13	17	53	5	16	1	3
The school takes account of my suggestions and concerns	9	28	15	47	3	9	1	3
The school is led and managed effectively	10	31	15	47	3	9	0	0
Overall, I am happy with my child's experience at this school	14	44	14	44	4	13	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 September 2011

Dear Pupils

**Inspection of Ripley Endowed Church of England School, Harrogate, HG3 3AY**

Thank you so much for the extremely warm welcome you gave us when we inspected your school. We thoroughly enjoyed our time with you and finding out your views. You go to a good school. By the time you leave school, your attainment is above and sometimes well above that expected and you are making good progress. We were particularly pleased to:

- find out that your attainment is improving, particularly in mathematics and reading by the end of Year 6
- see your good behaviour and how confident and mature you are when discussing your learning with your classmates or with adults and visitors
- see how quickly the children who have just started school have settled in and how eager older pupils are to look after them. You are so kind and caring.
- find out about the many ways you help to improve your school, for example by taking on small jobs or as members of the school council.

So that your school becomes even better, we have asked that some improvements be made. These are to make sure that:

- your progress speeds up in the Reception Year so that it is always good
- you always make good progress in your writing by making sure that teachers give you work that is just right for you, by giving you more chances to practise your skills and by making sure you are all clear about what you need to do to reach your learning targets and to improve.

You can help by telling your teacher if your work is ever too easy or too hard and by checking all the time what you still have to do to reach your learning targets. I send my very best wishes to you all for a very bright and successful future.

Yours sincerely

Kathryn Dodd  
Lead inspector

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