

Ripley Church of England Primary School

Wentworth Close, Ripley, Woking, GU23 6ED

Inspection dates

18–19 April 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress for most groups of pupils remains inconsistent because not enough teaching is good. As a result, standards remain broadly average.
- High staff turnover has adversely affected the school's leadership and its efforts to improve teaching.
- Teachers' expectations of the quality of pupils' written work are not high enough.
- There is not enough focus on the teaching of subjects other than literacy and numeracy. Insufficient emphasis is given to science.
- Strategies for the evaluation of pupils' progress are underdeveloped; the marking of their work seldom indicates what they need to do to improve.
- School improvement has been overdependent on the headteacher. Opportunities to distribute leadership roles and responsibilities have been limited. This has slowed the pace of change. Monitoring has not always been rigorous enough or sufficiently shared across available staff.

The school has the following strengths

- Children make good progress in Reception because teaching is good.
- Year 6 pupils are making mostly good progress. In 2012, the attainment of Year 6 pupils eligible for the pupil premium exceeded that of other pupils.
- Pupils enjoy school and behave well. They feel safe and their attitudes to learning are good.
- The headteacher has a clear view about the improvements needed and has shown determination in setting the school on the appropriate path.
- Governance has improved considerably since the last inspection. Governors are knowledgeable about the management of staff performance. They hold school leaders to account for pupils' achievement.

Information about this inspection

- Inspectors observed 14 lessons, of which three were seen together with the headteacher.
- Meetings were held with a group of pupils, the Chair of the Governing Body, the school's middle and senior leaders, and a representative of the local authority.
- Inspectors took account of the 38 responses to the online questionnaire (Parent View).
- Inspectors observed the school's work and looked at a range of school documentation, including records of school checks on the quality of teaching, the revised school improvement plan, and records relating to behaviour, attendance, safeguarding and pupils' progress. They also looked closely at pupils' written work and listened to pupils reading.

Inspection team

George Logan, Lead inspector

Additional Inspector

Deirdre Crutchley

Additional Inspector

Full report

Information about this school

- Ripley Church of England Primary School is smaller than the average-sized primary school. At the last inspection, the school had pupils only up to Year 4. It has since added classes in Year 5 and Year 6 to become a full primary school. The first Year 6 cohort left the school in July 2012.
- The great majority of pupils are from White British backgrounds. A very small number of pupils are of Traveller heritage.
- The proportion of disabled pupils and those with special educational needs supported by school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is also broadly average.
- The proportion of pupils who are eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, those in the care of a local authority and those from forces families) is slightly below the national average. There are, currently, no pupils in care or from forces families on roll.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school hosts an on-site private nursery school, an independent pre-school, a breakfast club and an after-school club. All of these are registered, managed and inspected separately.
- The current headteacher joined the school in April 2011. There has been a high level of staff change in the last two years.

What does the school need to do to improve further?

- Improve the quality of teaching so that a higher proportion is good or outstanding, by:
 - ensuring that all lessons provide a high level of challenge and engage pupils' interest
 - setting higher expectations of the quality and volume of pupils' written work
 - establishing more rigorous approaches to evaluating and supporting pupils' progress, so that, for example, the marking of pupils' work shows them clearly what they have to do next and that they have opportunities to respond.
- Raise pupils' levels of attainment by ensuring that:
 - pupils make more rapid progress in reading, writing and mathematics
 - pupils develop their skills, knowledge and understanding in a wider range of subjects, particularly science
 - pupil premium funding is effectively deployed across the school as a whole, and its impact rigorously monitored.
- Improve the leadership and management of the school and accelerate the pace of change by:
 - implementing the planned restructuring of the senior leadership and redistribution of roles and responsibilities
 - ensuring that monitoring arrangements at all levels are rigorous and effective and their outcomes systematically recorded
 - defining clear actions to ensure that identified weaknesses are tackled and resolved within given timescales.

Inspection judgements

The achievement of pupils

requires improvement

- The proportion of good teaching across the school is not yet high enough to ensure consistently good achievement. By Year 6, some pupils have not made enough progress in previous years to fulfil their potential.
- Older pupils do not build sufficiently upon the good start they make in reading in the Early Years Foundation Stage. The monitoring of pupils' progress in reading varies in quality from class to class.
- Pupils' achievement in subjects other than reading, writing and mathematics varies across the school. In particular, pupils are not developing sufficient skills, knowledge and understanding in science.
- Early Years Foundation Stage children receive a systematic grounding in the linking of sounds and letters (phonics) and make good progress in reading. Children enter Reception with skill levels slightly below those found nationally. They make good progress through effective teaching and a well-judged curriculum. Their standards on leaving Reception have improved in the last two years and are now above those expected.
- Pupils' attainment by the end of Year 2 is broadly average. Across the school pupils are, overall, working at the levels expected. Their attainment by the end of Year 6 is on track to be broadly average in 2013. Year 6 pupils are making generally good progress, particularly in mathematics.
- In 2012, the attainment of Year 2 pupils eligible for the pupil premium was slightly below that of other pupils. On the other hand, the attainment of eligible Year 6 pupils was four terms ahead of that of other pupils in both English and mathematics. The school is working to increase the effectiveness of the targeting of this additional funding.
- The achievement of disabled pupils and those who have special educational needs is variable but in line with that of the majority of pupils in the school.
- The needs of the few pupils of Traveller heritage are well understood and supported by the school. As a result, these pupils make steady progress and develop adequate basic skills.

The quality of teaching

requires improvement

- Despite the efforts of school leaders, there is not yet sufficient good teaching to ensure that all pupils make the progress they should. Teachers' expectations of what pupils can achieve, of the quality of their written work, and, at times, of the amount of work produced vary too much between classes. This partly reflects the high level of staff change.
- The checking and supporting of pupils' progress are inconsistent. Some older pupils know what level they are working at and where they need to focus their efforts and there is some effective marking of pupils' writing in Year 4 which provides a good model for others. However, the use of targets varies between classes and there is little recorded evidence to demonstrate the journey a pupil has made. The marking of pupils' work only occasionally indicates what pupils need to do next. Opportunities for pupils to respond to marking are rare. There is little evidence of pupils evaluating their own work or that of others.
- While the teaching of pupils eligible for the pupil premium enabled Year 6 pupils to make good progress in literacy and numeracy in 2012, the achievement of these pupils across the school is currently more variable, reflecting the erratic overall pattern of teaching.
- Teaching in Reception is good. There is a rigorous approach to securing children's sound basic skills in literacy and numeracy. Teachers model spoken language effectively.
- Teaching is best in Years 4 and 5, where there are examples of good practice which provide models for the rest of the school. In an outstanding literacy lesson in Year 4, pupils were planning mythological stories. Extracts from *Where the Wild Things Are* were used to demonstrate how pupils could achieve unusual effects in their writing. The teacher set a rapid pace which engaged pupils' enthusiasm well. She celebrated the quality of their language.

Targets were set for every group so that they knew exactly what was required.

- Disabled pupils and those who have special educational needs learn at a similar pace to the others. The skills and deployment of support staff have been reviewed, with a view to accelerating these pupils' progress further. Pupils from Traveller backgrounds are sensitively supported.

The behaviour and safety of pupils

are good

- Pupils' behaviour is generally good. Pupils are respectful, courteous and well mannered. They are enthusiastic about their learning, although their response tends to reflect the quality of the teaching, with pupils quietly disengaging when lessons lack challenge. Almost all parents and carers who expressed a view feel that behaviour is good.
- The school has effective procedures to tackle the rare instances of poor behaviour. Staff manage behaviour well. The school is setting up a 'nurture group' to support pupils who find it difficult to cope. There have been no recent exclusions and few recent racist incidents.
- Pupils are positive about behaviour and safety. They believe that adults are responsive to their concerns and that any difficulties will be resolved promptly.
- Pupils understand that bullying may take different forms. There are no recent recorded instances of bullying. The school encourages pupils to undertake responsibilities, as when Year 5 pupils become 'buddies' to the Reception children.
- Pupils have a good awareness of risk, relating, for example, to cycling and the internet, and know how to ensure their safety in different circumstances. They understand why the school is concerned about the risks arising from social networking sites.
- Attendance, although slightly lower this year, is broadly average. The school is actively promoting good attendance. Pupils arrive punctually.

The leadership and management

require improvement

- Staffing changes have constrained efforts to establish a more broadly based leadership team with shared leadership roles and responsibilities. Too much has been dependent upon the headteacher. As a result, monitoring has not always been systematic enough or sufficiently shared. The allocation and impact of key subject responsibilities remain uneven.
- Since his appointment, the headteacher has, often single-handedly, tackled many issues and has worked determinedly to improve teaching and learning and to establish effective systems to monitor the school's work. His efforts have facilitated improvements in pupils' learning, particularly in mathematics. New appointments, including a deputy headteacher and an inclusion manager, reinforce the leadership structure, and there is strength in the commitment of middle leaders, who are keen to improve pupils' learning.
- The school has re-established effective relationships with its local authority and with the diocesan advisor. These have been effective allies in promoting and supporting improvement.
- Procedures for checking and improving the performance of teachers are improving. Data analysis is thorough. However, while decisions about pay rises are increasingly linked to pupils' progress, the impact of these decisions on teaching has not yet raised standards to a significant extent.
- School leaders have reviewed the impact of pupil premium funding. While this funding is contributing to more rapid progress in literacy and numeracy for some pupils, its impact overall remains variable.
- The school has focused on improving pupils' basic skills in literacy and numeracy and the benefits are starting to come through. However, while themes and topics incorporate other subjects to an extent, the school recognises that coverage is sometimes superficial. This particularly affects the teaching of science. A range of out-of-school activities, including good provision for residential visits, enhances pupils' enjoyment.
- Provision for pupils' social and moral development is good. Spiritual development has improved

and is supported through church links. However, while pupils gain some experience of other cultures through the curriculum, such opportunities are not yet developed to any extent. Links with parents and carers are now good.

■ **The governance of the school:**

- Governance has improved significantly and is now good. Governors, particularly the highly experienced Chair of the Governing Body, understand their role well. They undertake training, have a good knowledge of the school's effectiveness and can evaluate information relating to pupils' performance. Governors evaluate, first hand, the effectiveness of decisions made and they assess the impact of teaching on pupils' progress, comparing outcomes to national performance data. They recognise the need to ensure equality of opportunity, to tackle discrimination and to foster good relationships. They are becoming more rigorous in ensuring that pay and promotion are firmly linked to teachers' effectiveness. They manage the budget well and evaluate decisions about the use of pupil premium funding to close gaps in pupils' achievement. They are aware that the impact of the pupil premium has been inconsistent, reflecting patterns of progress in the school as a whole. Governors ensure, along with senior leaders, that safeguarding arrangements meet national requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125147
Local authority	Surrey
Inspection number	402316

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Roy Davey
Headteacher	David O'Brien
Date of previous school inspection	26 May 2010
Telephone number	01483 225307
Fax number	01483 225307
Email address	info@ripley.surrey.sch.uk

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