

# Ripponden Junior and Infant School

Halifax Road, Ripponden, Sowerby Bridge, West Yorkshire, HX6 4AH

**Inspection dates** 16–17 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children have a successful start in the Reception classes and make good progress.
- Good progress continues through Years 1 to 6.
- After a brief period of decline attainment in reading, writing and mathematics is back to above average by the end of Year 6.
- Pupils receive good teaching and teachers convey high expectations of learning.
- Teachers' clear explanations and instructions and their effective questioning promote good learning.
- In most cases teachers set demanding tasks that are well suited to pupils' abilities and learning needs.
- Pupils work well independently, in pairs and in small groups.
- Pupils behave well in lessons and around the school. In some lessons and in assemblies behaviour is outstanding.
- Pupils feel safe and very well cared for by staff.
- Attendance levels are well above average.
- Leaders and managers have been successful in raising pupils' achievement and in improving teaching.
- Key subject leaders are making a useful contribution to improving their areas of responsibility.
- Pupils enjoy a wide range of additional activities.

### It is not yet an outstanding school because

- There is not enough outstanding teaching and some teaching requires improvement.
- Occasionally, tasks are not set at the right level to match pupils' abilities and learning does not move on at a quick enough pace.
- Pupils do not have enough opportunities to write extended pieces in different subjects.
- Outdoor learning activities for children in the Reception classes are not sufficiently well linked to indoor learning.
- The school has not been fully effective in communicating the leadership arrangements to its parents.

## Information about this inspection

- The inspectors observed teaching and learning in 13 lessons and many of these were conducted jointly with the headteachers.
- They held discussions with the headteachers, staff, parents, pupils, members of the governing body, a representative from the local authority and an external consultant.
- The inspectors took account of the 89 responses to the online survey (Parent View).
- Responses to an inspection questionnaire from nine staff were analysed.
- The inspectors examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work and the school's planning for improvement.

## Inspection team

Derek Watts, Lead inspector

Additional Inspector

Anthony Buckley

Additional Inspector

## Full report

### Information about this school

- This is slightly smaller than the average-sized primary school.
- Almost all of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion supported through school action plus or a statement of special educational needs is well below average.
- A well-below-average proportion of the pupils are eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and those with a parent in the armed services.
- The school meets the government's current floor standards, which represent the minimum expectation for pupils' attainment and progress.
- The school has had changes in its leadership arrangements since 2009.
- The substantive headteacher returned from maternity leave in April 2013 and works in school three days per week, sharing the leadership and management of the school with a retired headteacher who works in school two and a half days per week.

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

- Ensure that all teaching is at least good and increase the proportion of outstanding teaching by making sure that:
  - teachers always set tasks which are at the right level of difficulty for individual pupils
  - pupils' learning in each lesson moves on at a quick pace
  - pupils are given good opportunities to write extended pieces in subjects other than English.
- Extend the range of outdoor learning activities for children in the Reception classes and link these more effectively with indoor learning and to the topics planned.
- Take steps to communicate effectively to parents the long- and short-term arrangements and plans for the leadership of the school.

## Inspection judgements

### The achievement of pupils is good

- Children arrive in the Reception classes with knowledge, understanding and skills typically expected for their age. They make good progress in all the areas of learning because of good teaching.
- Reception children make good progress in practising early writing skills. They used reclaimed materials well, for example, to design and make a model robot. Cutting and joining techniques were applied well. They are able to use a computer 'paint' programme effectively, for example, to colour their own Elmer the elephant.
- Year 6 national assessment results declined to average levels in both English and mathematics in 2011. Weaknesses in assessment and teaching contributed to this decline. During the past two years positive action has been taken to accelerate pupils' progress in Key Stage 2 and to raise attainment to the levels that pupils are capable of.
- Pupils are making good progress in Key Stages 1 and 2, and attainment by the end of Year 6 is securely above average in reading, writing and mathematics.
- The more-able pupils make good progress because they are challenged and extended. In the current Year 6 unvalidated data indicate that the proportion of pupils who have attained the higher than expected levels in the three main areas is likely to be above average.
- Disabled pupils and those who have special educational needs make good progress because learning tasks and adult support are well suited to their needs.
- In 2012 the very few Year 6 pupils supported by the pupil premium attained lower standards than the other pupils in reading, writing and mathematics. The school has used this funding to provide additional support to accelerate the progress of pupils eligible for it. The gap in attainment is being narrowed.
- By Year 6 most pupils are articulate and confident speakers. Pupils make good progress in speaking and listening because teachers provide numerous opportunities for them to discuss their learning in pairs or small groups.
- Pupils make good progress in acquiring essential reading skills. They enjoy reading the wide range of books available. The results of the phonics (linking sounds and letters) reading check for Year 1 pupils in 2012 were higher than average. Older pupils read with accuracy, expression and fluency.
- In writing pupils make good progress, particularly in English lessons. They write for a range of purposes. Grammar, punctuation and spelling are usually accurate. They take care and pride in their handwriting and presentation. Pupils in Year 3 made good progress in describing an insect using poetic language. Alliteration and similes were used to good effect.
- Writing in subjects other than English is less well developed. Pupils rarely write detailed and extended pieces in geography, history or science.
- Pupils make good progress in mathematics because challenging tasks are usually well suited to their needs. In Year 2 pupils used pictographs successfully to present their data. Pupils in Year 4 made good progress in converting fractions to equivalent decimals.

### The quality of teaching is good

- Teaching has improved and is mostly good. The good teaching is having a positive impact on pupils' learning and achievement.
- Pupils were very positive about their teachers. They said, 'Teachers are kind and always helpful' and 'Teachers make learning fun.'
- In the drive to improve teaching and raise achievement, expectations of what pupils can learn and achieve have been raised. Most teachers and teaching assistants expect pupils to do their best. The pupils respond well to these expectations.

- Teachers promote pupils' spiritual, moral, social and cultural development well. They form good relationships with the pupils and create a positive classroom atmosphere for learning. Pupils are attentive, cooperative and show consideration for others. They work well independently, in pairs or in small groups.
- In the Reception classes children are provided with an interesting range of indoor activities. They benefit from well-focused instructions and guidance by adults. Children have good opportunities to explore and learn independently. However, outdoor learning activities and facilities are less well developed.
- Teachers share the purpose of the lesson with the class so that pupils know what they are expected to learn and do.
- The teaching of reading skills, including phonics, is effective. Pupils are taught through a discrete, regular and well-structured programme. Those who need it receive additional one-to-one support to accelerate their progress in reading.
- In the main, teachers make good use of the information about pupils' attainment to plan their teaching and to provide tasks that are well suited to pupils' abilities. As a result, pupils are challenged well and their interest is sustained. They make good gains in acquiring knowledge and deepening their understanding. Occasionally, activities are not modified to individual needs and pupils' rate of learning slows down.
- Good teaching and support enable disabled pupils and those who have special educational needs to achieve well. Teaching assistants are well used and make a good contribution in guiding pupils' learning.
- In a few lessons pupils' learning does not move at a quick enough pace. This happens when teachers' introductions are too long because they do not recognise when pupils are ready to move on to independent tasks, and so pupils are not sufficiently involved in their learning.
- The marking of pupils' work is effective. It acknowledges good work and provides useful comments to help pupils improve. Pupils say that they find teachers' marking helpful.

### **The behaviour and safety of pupils are good**

- Children in the Reception classes enjoy the activities provided as they learn and play together. The staff have established good relationships with the children. Children are confident learners.
- In Key Stages 1 and 2 pupils show a keen interest in their learning and participate well in the range of activities offered. Just occasionally, a few pupils can be less focused on their learning.
- Pupils are courteous, friendly and considerate of others. In assembly they celebrate the awards and the achievements of others. They take on a range of responsibilities to help the smooth running of the school. They raise funds for a range of charities.
- Behaviour is good in lessons and around the school. In assemblies and in some lessons behaviour was outstanding. The school's records of incidents show that behaviour is typically good over time.
- Pupils feel safe at school and have a good understanding of how to keep themselves safe in school, on the road and near waterways. All said that they feel very well looked after by adults.
- Pupils have a clear understanding of bullying and the different forms it can take, including name-calling and cyber-bullying. They informed the inspectors that bullying was extremely rare in their school and that if it did occur it would be dealt with by the staff.
- Parents are supportive and pupils enjoy their time at school. As a result, attendance levels are well above the national average.

### **The leadership and management are good**

- During the past two years leaders and managers have been effective in raising pupils' achievement and improving the quality of teaching. Leaders and staff have created a positive and safe environment for pupils to learn and develop. Relationships within the school are strong

and expectations of conduct are clear.

- Systems for assessing and checking pupils' attainment and progress have been strengthened. The school has an accurate view of its performance and takes positive action to bring about required improvements.
- Key subject leaders are developing well in their roles. They are making a good contribution to checking and improving their areas of responsibility and to driving improvement.
- The quality of teaching is carefully checked by the headteachers and staff from the local authority. Steps have been taken to improve the quality of teaching. There are effective procedures for appraising staff performance and developing their professional skills.
- The local authority has effectively reviewed the school's performance and has provided good advice and support in moving the school forward after a dip in performance. An education consultant is also used well to support school improvement.
- An interesting range of learning activities are planned and provided to promote good achievement and good personal development for pupils. Pupils enjoy the wide range of clubs and educational visits provided.
- Pupil premium funding has been properly allocated and is used to accelerate the progress of eligible pupils.
- The school is a positive and harmonious community. Discrimination is not tolerated and all pupils have access to the full range of activities provided. Staff strive to ensure that all pupils do as well as they can.
- The results of the online survey, Parent View, indicate that some parents have concerns about the leadership and management of the school. The inspectors held discussions with parents in the playground to identify the key areas of concern. A number of parents are unhappy with the uncertainty about the leadership of the school and are unsure about the co-headteacher arrangements. The school and governors have not been effective enough in communicating the longer-term plan and the short-term arrangements for the leadership of the school. Parents' uncertainty therefore remains and this has a negative impact on their views of the school.
- **The governance of the school:**
  - The governors are enthusiastic and supportive. They have a clear understanding of the school's strengths and have kept a check on its progress. Through their secure understanding of data they know how pupils' attainment and progress compare to schools nationally. Governors receive clear reports from the headteachers about the quality of teaching. The governors' clear knowledge of the school's performance enables them to challenge the leaders and hold the school to account. Governors understand the requirements relating to the management of staff performance, and ensure that promotion and salary increases are linked to pupils' progress and used to reward good teaching and tackle any underperformance. They check that the pupil premium is properly spent. Governors have attended a range of useful courses to develop their knowledge and skills. They make sure that all safeguarding requirements are met.

## 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

<b>Unique reference number</b>	107514
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	413061

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carla Harrison
<b>Headteachers</b>	Laura Pool and Sue Sutton
<b>Date of previous school inspection</b>	26 Nov 2008
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