

Ripon Cathedral Church of England Primary School

Priest Lane, Ripon, North Yorkshire, HG4 1LT

Inspection dates

19–20 March 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	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.

- Standards at Year 2 and Year 6 are not secure compared to those reached nationally by pupils with similar starting points.
- Progress made by all pupils, especially for the most able is uneven and has been too slow in the past.
- Children do not make sufficient progress in the Early Years Foundation Stage in writing and number work.
- Teachers do not have high enough expectations of what all pupils can do in lessons.
- Checking pupils' understanding of what they are learning in lessons is not done regularly in some lessons.
- Teaching assistants do not have sufficient skills so that they can work with pupils of all abilities.
- Writing and using mathematical skills are not used widely enough in other lessons. Technology is not a regular part of learning.
- Subject leaders, including those in the Early Years Foundation Stage, are not yet fully accountable for the standards and progress pupils make.
- Not all monitoring activities are fully evaluated to identify ways forward. The targets set are not sharp enough or easy to measure.

The school has the following strengths

- Pupils behave well, they are keen, eager to learn, attend regularly and enjoy taking responsibility for different events.
- The headteacher has sourced and considered a range of support and advice well in his determination to move the school forward. As a result, some teaching is good and overall, the quality of teaching has improved recently.
- Governors provide strong challenge tempered with appropriate support. They have been exacting in making sure additional funding is used to good effect which helps disadvantaged pupils take part in clubs and catch up with their peers in lessons.

Information about this inspection

- Inspectors observed lessons taught by all teachers. They observed pupils working in small groups and talked to them about their work. Pupils' books were looked at and inspectors listened to pupils read.
- Meetings were held with the headteacher, the assistant headteachers, subject and phase leaders, the Chair and most members of the governing body. A telephone conversation was held with a representative of the local authority.
- There were 10 responses from parents to the on-line survey, Parent View. Inspectors took into account information from the school's recent survey of parents. The inspectors talked with some parents in the playground as they brought their children to school.
- Inspectors considered evidence gathered during previous monitoring inspections of the school.
- Inspectors observed the work of the school including: evidence from the previous monitoring inspections, progress data comparing it with national figures, performance management information, leaders action plans, local authority reports, records relating to behaviour and safety as well as documents concerning safeguarding.

Inspection team

Marianne Young

Her Majesty's Inspector

Phil Smith

Her Majesty's Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Ripon Cathedral Church of England Primary School was placed into special measures in December 2012. It was monitored on three occasions by Her Majesty's Inspector when it was judged to be making reasonable progress.
- This is an average-sized primary school in which most of the pupils are White British.
- The proportion of pupils who are known to be eligible for the pupil premium funding is below average. (The pupil premium funding is additional government funding provided for children in local authority care, those from armed service families and those known to be eligible for free school meals.)
- A well-below average proportion of pupils are supported by school action.
- The proportion of pupils supported at school action plus or who have a statement of special educational need is below average.
- In 2013, the school met the government's current floor standards, which are the minimum expectation for pupils' attainment and progress in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- In order to raise standards of achievement and increase the rate of progress for all pupils the quality of teaching must improve to be consistently good or better by:
 - making sure that teachers' expectations of what pupils can achieve is appropriately high enough, especially for the most able
 - providing regular opportunities for all pupils, in all year groups, to use and improve their writing, mathematical and computer skills
 - ensuring that teaching assistants have the necessary skills so that they can support pupils of different ability levels regularly
 - checking regularly during lessons to make sure that all pupils understand and can explain what they have learnt before doing the next planned activity
 - ensuring errors in letter and number formation are corrected regularly in the Early Years Foundation Stage.
- Improve leadership and management at all levels so as to continue the rate of improvement by:
 - ensuring that all monitoring activities are analysed, evaluated and the results used to inform future developments
 - sharpening the targets for teachers in the performance management documents and also within action plans to include measurable goalsensuring that all subject leaders, including of the Early Years Foundation Stage, are sufficiently trained and fully accountable and they contribute effectively to the standards and progress for which they are responsible.

Inspection judgements

The achievement of pupils

requires improvement

- When children enter the Nursery class their stages of development are generally below those typically expected for their age. Children's progress is monitored carefully as they settle into daily routines and start learning. They make expected progress with girls generally doing better than boys.
- Progress falters in Reception class. Not correcting basic mistakes when pupils write letters and numbers limits progress. However, regular and improved teaching of phonics helps children to develop an interest in books and their ability to read successfully. Expectations of what children can do are at times too low; there is not enough challenge for them, especially for the most able.
- Standards at Year 2 and Year 6 are rising but are not secure compared to national averages because of previous weaknesses in teaching that had led to inadequate achievement. School's reliable data and the results from national tests confirm that improvement is evident. Given the average starting points, for most pupils, standards are not high enough. This is particularly true in writing and mathematics. Not enough pupils reach the higher Level 5 standards.
- The progress all pupils make in writing and mathematics as they move through the school is still uneven. When learning is linked to real life situations pupils make good progress. A lesson for Year 6 pupils entitled 'the chocolate shop' was an interesting context for pupils to solve mathematical problems. Analysis of pupils' books, school data and lesson observations confirm that this scenario is not commonplace.
- The most able pupils only make expected progress and not more than this because they are not set work that stretches them sufficiently well. These pupils are now being set more ambitious targets, but the practice is recent and there is still scope to expect more of these pupils.
- Disabled pupils and those with special educational needs make uneven progress. Their needs are known well and some resources and activities are customised appropriately for them.
- Pupils who are supported by the pupil premium in Key Stage 1 are doing better than previously in relation to national figures. The gap between these pupils and those who are not supported by pupil premium is negligible. There is an improvement between pupils supported by pupil premium in relation to national figures and to those pupils not supported by pupil premium in Key Stage 2. However, the gap is not fully closed. The improving picture clearly supports leaders' commitment to equal opportunities and to eradicate discrimination.

The quality of teaching

requires improvement

- The quality of teaching has improved since the previous full inspection but is still variable. Over time it has not been good enough to enable pupils make appropriate progress.
- Pupils do not always have enough thinking time to respond orally to teachers' questions. During lessons, pupils' understanding of what they are learning is not always checked before moving onto the next planned task.
- There is an increasing focus on improving basic literacy and numeracy skills in different lessons. Not enough emphasis is placed on improving pupils' mathematical skills because opportunities are missed or pupils spend too long copying information rather than working out and solving problems.
- Teaching assistants' contribution in lessons is variable. Where they have greatest impact they support the learning of individual pupils well.
- Pupils are beginning to develop a love for learning. They arrive eager and well equipped to lessons. The school day gets off to a brisk start and pupils have something to do straight away.
- Inspectors saw that some pupils are developing a written dialogue with their teachers in their books as they respond to the helpful marking they receive. The quality of marking is equally strong in pupils' literacy and numeracy books as it is in their 'superbooks'.

- Pupils take care with their writing and some write interesting, thoughtful stories and recounts of visits. However, teachers' expectations of what pupils can do are not sufficiently high enough at times and this results in limited progress, especially for the most able pupils.

The behaviour and safety of pupils is good

- Pupils are taught to be polite to each other, adults and visitors. They translate this work into everyday actions. Pupils are happy to exchange greetings with others when they pass in the corridor. Inspectors talked with a number of pupils who were keen to discuss their school and the changes that they have noticed since the school was subject to special measures.
- The behaviour of pupils is good. Disruption in lessons is rare and pupils with particular difficulties are supported well. Any adverse behaviour is managed well with pupils expected to consider the consequences of their actions. Pupils play sensibly together with those from different year groups mixing together. Lunchtime is a sociable time, with pupils chatting happily in small groups. Pupils look after their surroundings and inspectors saw virtually no litter. Pupils and adults confirm this view.
- The school's work to keep pupils safe and secure is good. Pupils know about different forms of bullying; however, for some pupils, their understanding of how to keep themselves safe when using technology is underdeveloped. Pupils know that if bullying occurs, which they generally call 'name calling' or 'teasing', it is dealt with rigorously.
- Attendance is above average and has improved compared to this time last year. Leaders are following government guidance by not allowing pupils to have holidays in term time. Unauthorised absence has fallen and no pupils have been excluded this year.
- Pupils make a good contribution to the life of the school. Several pupils volunteer and give of their time to belong to different charitable and lunchtime groups, which develop their social and moral responsibilities well.

The leadership and management requires improvement

- The headteacher, senior leaders and governors now have a strong understanding of the strengths of the school and what needs to happen to secure further improvement. They are identifying and working to improve specific aspects rather than trying to do everything at once.
- Monitoring of teaching takes place regularly and the weaknesses leaders identify informs training for individuals and all staff. Since the last full inspection the quality of teaching has improved and this is leading to pupils making better progress than previously. Nevertheless, leaders are aware that more needs to be done to make the quality of teaching consistently good at all times.
- Since the last full inspection, the way teachers are rewarded for good work has been changed. There is now a clear link between teachers' and teaching assistants' pay, and the progress made by pupils in their care. However, although linked to Teachers' Standards, the targets they must reach lack sharpness and cannot be measured easily.
- Leaders are using the new sports premium funding to employ specialist coaches to work alongside classroom teachers and to run additional after-school clubs. This is in the early stages of development. Early indications are positive, but it is too soon to evaluate fully.
- Subject leaders are beginning to take an active role in moving their area forward by monitoring their subject, providing reports to governors and identifying improvements. The Early Years Foundation Stage leaders work is not as well developed. Currently, subject leaders concentrate on Years 1 to 6; linking with the Early Years Foundation Stage is not yet established.
- Pupils told inspectors that they like the changes to the curriculum so that they learn about different subjects apart from English and mathematics. Inspectors saw that opportunities for pupils to apply their mathematical skills in other lessons, when doing science experiments, for example, are sometimes missed. Lack of resources means that pupils' use of technology in lessons is underdeveloped. Pupils enjoy attending the good range of after-school clubs. Numbers attending are monitored closely and represent all groups.

■ Local authority officers have supported developments in the school and carried out regular reviews while the school has been in special measures. English and mathematics consultants gave intensive support following the last full inspection and this work has been welcomed by staff. The local authority's support is now reducing as school leaders are becoming more confident. School leaders have also brokered additional support from external sources to help improve the quality of teaching and leadership particularly.

■ **The governance of the school:**

– Since the last full inspection, governance has been strengthened. Governors are a significant strength and a formidable team. They are ambitious, yet realistic, for the school knowing that much work is still needed to be done. Records of their meetings and discussions with inspectors reveal the depth of their knowledge and the way they continue to support and challenge senior leaders in particular. Governors understand national data and measure the performance of groups of pupils against that. Pupils benefit because governors visit the school regularly and check whether pupil premium and sports funding is making a difference to outcomes for all pupils. Consequently, ensuring equal opportunities is at the heart of spending this and other additional funding. Regular newsletters are welcomed and have become a useful mechanism so that parents know how well the school and their children are doing. Governors ensure that financial matters, the performance management of the headteacher and all safeguarding arrangements meet current 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	121581
Local authority	North Yorkshire
Inspection number	432657

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Richard Noake
Headteacher	Darren Dudman
Date of previous school inspection	11 December 2012
Telephone number	01765 602355
Fax number	01765 605465
Email address	admin@riponcathedral.n-yorks.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

