

# Ripley CofE Primary School

Wentworth Close, Ripley, Woking, GU23 6ED

**Inspection dates** 16–17 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

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

- Teaching over time has not been good enough to ensure that pupils learn well.
- Pupils' achievement in reading, writing and mathematics requires improvement because it is not yet consistently good.
- The early years provision requires improvement. Children are not challenged or stimulated enough in their learning to enable them to make good progress.
- Teachers do not always question pupils effectively enough or ensure that work is set at the right level for them and this slows their progress.
- Marking and feedback given by teachers does not consistently set the next steps for improving pupils' work in order to move their learning on quickly.
- Teachers do not use reading sessions well enough to develop key skills. In mathematics, there is not enough emphasis on practical problem-solving or investigations.
- In writing, pupils have too few opportunities to write at length in literacy or across subjects. Additionally, there is not enough emphasis on the correct formation of letters or developing fluency in writing.
- Over time, leadership and management, including middle leadership and governance, have not been effective in securing improvements in teaching and pupils' achievement.
- Several middle leaders, including the early years leader, are fairly new to their posts so are not yet fully effective in providing support and challenge to their colleagues.

### The school has the following strengths:

- The new dynamic senior leadership team is beginning to provide clear and effective direction for the school, a relentless focus on school improvement and a positive, supportive learning environment. They have quickly established a good staff team who share their vision for improvement. This is already having a positive impact on pupils' progress and behaviour, staff morale and teaching.
- Pupils' progress is starting to accelerate with some pockets of good progress in reading and mathematics across the school.
- Pupils behave well and have positive attitudes to their work. They feel safe and well supported. The new Chair of the Governing Body has a clear and unequivocal view of effective governance and is establishing this within the governing body.

## Information about this inspection

- The inspectors observed pupils' learning in 21 lessons or part lessons, of which four were jointly observed with senior staff.
- Meetings were held with two groups of pupils, the Chair of the Governing Body, the headteacher and other senior staff and a representative of the local authority.
- The inspectors took account of the 59 responses to the online Parent View survey. They also spoke to several parents and carers when they brought their children to school. The inspectors considered responses to the 28 staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents including: the school's own information on pupils' current progress; planning and checks on the quality of teaching; assessment; the new curriculum; the school's self-evaluation; records relating to behaviour and attendance; the physical education and sport premium action plan; and documents relating to safeguarding.
- The inspectors listened to pupils read in Year 2 and Year 6.

## Inspection team

Janet Sinclair, Lead inspector

Additional Inspector

Kanwaljit Singh

Additional Inspector

## Full report

### Information about this school

- Ripley Primary is a below average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The number of pupils supported by the pupil premium is very small, well below that seen in other schools nationally. The pupil premium is additional government funding for pupils who are looked after by the local authority or are known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- Children attend the Reception class full time.
- The substantive headteacher resigned in December 2014. A temporary executive headteacher and two part-time heads of school were appointed in January 2015. The executive headteacher has been supporting the school on a part-time basis since September 2014. The substantive deputy headteacher was appointed in September 2013. There have been many staff changes since the previous inspection.

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

- Improve the quality of teaching, so that it is consistently good or better, by ensuring that:
  - questioning deepens pupils' thinking and develops their understanding
  - pupils are fully challenged in lessons through tasks that are set at the right level for them
  - all teachers give pupils clear guidance on the next steps they need to take in order to improve their work and move their learning on quickly.
- Accelerate pupils' achievement by:
  - increasing opportunities for pupils to write at length in literacy and across subjects
  - giving greater attention to letter formation and fluency in handwriting
  - ensuring that reading sessions are more rigorously focused on developing key skills
  - ensuring pupils have more opportunities to develop their skills and understanding through practical problem-solving and investigation in mathematics.
- Improve the early years provision by:
  - providing exciting, challenging activities across the areas of learning
  - ensuring that there is focused, thorough teaching of key skills
  - ensuring that the leadership clearly understands the expectations for early years and promotes it rigorously to ensure that children learn in a relevant and purposeful manner.
- Build the capacity of leadership and management to drive improvement by:
  - developing the role of all middle leaders so that they can be held to account for accelerating pupils' progress and supporting and challenging their colleagues
  - further developing the role of governors so that they quickly develop the skills that will enable them to challenge the school effectively.

## Inspection judgements

### The leadership and management

### requires improvement

- Until very recently, senior leaders had done too little to redress the decline in pupils' achievement or to improve teaching sufficiently. The new headteacher, along with the senior leadership team, has begun to tackle the weaknesses with energy and drive. This is already evident in pupils' accelerating progress, greater consistency and quality in teaching, parental satisfaction and pupils' positive attitudes to their learning. Staff confirm that the school is now much more effective with all staff working together to bring about rapid improvement. This indicates the school has a strong capacity for further improvement.
- Middle leaders, some of whom are new to their posts, are keen to support senior leaders in their drive for improvement. They receive effective training that is helping them to develop their roles well. They have been involved in improving writing and mathematics provision. Early years leadership, however, is not yet providing clear enough guidance to ensure that children make faster progress.
- Senior staff have a clear view of the school's current position and what needs to be done to ensure rapid improvement. They have a clear action plan for improving pupils' achievement, teaching and learning, which is checked carefully to ensure that targets for improvement are met within agreed timescales.
- Senior staff make regular, supportive and challenging checks on the quality of teaching and learning through a variety of means, including learning walks, checks on planning and pupils' work, and lesson observations, which have ensured that teaching has improved across the school.
- The process for setting staff targets for their performance linked to their salaries is in place. Staff are clear about the expectations for pupils' achievement and wider-school targets that they have to achieve in order to reach their personal performance targets. Staff spoken to felt they were well supported and their teaching had improved.
- The school checks pupils' progress thoroughly on a half-termly basis and any pupils not making enough progress are given additional well-targeted support to help them catch up. This is ensuring greater equality of opportunity, fostering good relationships and dealing with any discrimination.
- The school has a small proportion of pupils who attract the pupil premium funding. They get effective support for reading, writing and personal development, where necessary, that meets their individual needs well.
- The school uses the government sports funding appropriately to provide specialist coaches for games and training for staff. Pupils enjoy competitive sports such as football and netball. There is specific support for the most able in football and regular swimming lessons for all pupils. All of these will help to ensure longer-term benefits for pupils and increased expertise for teaching staff.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils behave well, are clear about right and wrong and work well together. They learn respect for other cultures and British culture through religious education, visits to places of worship, history and assemblies. They learn about British values through being school councillors and house captains.
- A broad and balanced curriculum plan is in place for each year group. There is due attention to literacy and numeracy. However, the wider curriculum is not so well taught and, although there are some exceptions, there is mainly limited use of literacy and numeracy across subjects. Pupils enjoy their topics and the school trips associated with those.
- Senior staff and governors ensure that all statutory requirements for safeguarding are fully met. Policies and procedures are fully in place and effectively implemented.
- The new senior leaders have worked successfully to improve relationships with parents and carers. Parents and carers spoken to during the inspection were very happy with the new leadership and the improvements put in place.
- Although slow to act initially, the local authority now provides good support. Their recent decisive action has enabled the school to move forward with a strong leadership team now in place.
- **The governance of the school:**
  - A recent review of governance resulted in the appointment of an advanced skills Chair of the Governing Body. He is helping governors to develop a clearer view of their roles so they can hold the school to account more effectively, including for the use of additional funding.
  - Governors now know how well pupils are doing through a clear analysis of pupils' progress presented by the new headteacher. They know that the quality of teaching is improving through regular updates from senior staff and the Chair of the Governing Body who meets regularly with the headteacher. They have a progress and performance committee in place so know that staff targets are linked to their pay. They sign off any pay awards for staff, including for senior staff. They know how underperformance is tackled. The governing body's effectiveness is improving, but is not yet good.

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

- The behaviour of pupils is good. They behave well in lessons and at break and lunchtimes. Only occasionally, when lessons do not engage them, do they lose interest and chat to each other.
- The school has consistent strategies for managing behaviour and pupils are clear about the rewards and sanctions that apply if they misbehave. They are clear about the significance of the behaviour ladders that are colour coded to reflect the quality of their behaviour.
- Pupils have positive attitudes to the learning, are keen to learn and interested in all that is on offer. However, despite pupils' good attitudes to learning, remaining weaknesses in teaching are preventing achievement from being good.
- Pupils enjoy taking on responsibilities, such as being school councillors and house captains. They enjoy helping other pupils and improving the school.
- Pupils are fully aware of what bullying means, including cyber bullying, through regular discussions in assembly and activities such as anti-bullying week. Pupils say that there is little bullying in school and, if it does occur, it is dealt with quickly by staff. The school has few recorded incidents of bullying and has clear policies and procedures in place to deal with them.
- Attendance is broadly average. The school monitors it carefully and follows up any issues as they arise. There have not been any exclusions.

**Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils feel safe in school and know that adults will help them if they have any concerns or worries.
- The school ensures pupils' safety through activities such as road, fire and internet safety training as well as talks given by police officers on 'stranger danger'. Pupils also learn about the dangers of alcohol and drug addiction.
- Disadvantaged pupils and their families are well supported through a range of effective strategies that are well targeted at their needs. The school makes good use of outside agencies, where necessary, to provide specialist support.
- Parents and carers are confident that the school ensures that their children behave well and keeps them safe.

**The quality of teaching****requires improvement**

- Teaching requires improvement as it has not been good enough over time to ensure that pupils learn well. However, the senior leadership's huge emphasis on improving it is ensuring that more of it is now good.
- Teachers do not always question pupils in a way that challenges their ideas or moves their learning on. Additionally, they do not always target their questioning well enough to ensure that all pupils have the opportunity to respond and so deepen their thinking.
- Teachers' marking and feedback to pupils, although effective in some classes, lack consistency across the school. Not all teachers provide clear enough advice for pupils about how to further improve their work. Furthermore, they do not always make sure that pupils follow up this advice by applying it and showing their teachers that they have understood.
- Teachers do not always set work at the right level for pupils, so that it is sometimes too easy for the most able and too difficult for the least able. This slows overall progress.
- Teaching assistants provide sound and sometimes good support in class, particularly for disabled pupils and those who have special educational needs. They are supportive and encouraging and work well with their small groups.
- Teaching does not always ensure that the most-able pupils are challenged through work that meets their needs and stretches them fully. Occasionally, for example in Year 6, clear targets and effective assessments ensure that work is well matched to their needs.
- Teachers ensure that pupils have regular reading sessions. However, they are not yet thorough enough in ensuring that all pupils are challenged through the reading activities on offer and this sometimes slows overall progress.
- The teaching of writing has improved and so pupils' progress is beginning to accelerate. However, pupils have too few opportunities to write at length in literacy or across subjects. This limits their ability, for example, to develop a story line or use paragraphs. Additionally, staff do not always encourage the correct

formation of letters or the development of fluency in writing and this slows their secretarial skills.

- Teachers ensure that pupils develop their skills in calculations well. Although there is evidence of independent practical problem-solving and investigation in mathematics, particularly at Key Stage 2, they are not yet consistent across the school so not all pupils benefit.
- Effective teaching of phonics (the sounds that letters make) through a structured approach that meets pupils' differing needs ensures that they are able to use these skills well when reading and writing.
- Teaching of music, especially in Year 4, ensures that pupils develop their skills and enjoyment of music well.
- Teachers make sound use of homework such as reading, mathematics, spelling and topic work to support pupils' learning in school.

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement. Over time it has not been good enough. Attainment at the end of Year 6 has been average over several years and progress in mathematics in 2014 was weak.
- Attainment at the end of Year 2 has been broadly average over time, with a dip in writing in 2014.
- Pupils' progress across the school mainly requires improvement, with some pockets of good progress in reading and mathematics and also in Year 6. Writing remains the weakest in terms of progress, but much has been put in place to address this and ensure greater consistency in pupils' learning.
- Inspection evidence, supported by robust data provided by the school, indicates that current pupils are making better progress than those who have recently taken the national tests. Achievement has improved strongly in response to better teaching and sharper support for those pupils the school has identified as underachieving.
- Disabled pupils and those who have special educational needs receive well-targeted support for their specific needs that enables them to make progress similar to that of others nationally.
- The most-able pupils make similar progress to that of other pupils in the school. They are not always challenged sufficiently in lessons and this slows their progress.
- There are few disadvantaged pupils in the school. The school supports them well through a variety of strategies designed to meet their specific needs. They mainly make similar progress to that of other pupils in the school. There were very few of these pupils in Year 6 in 2014.
- Pupils achieved well in the Year 1 phonics screening check in 2014, exceeding the national level. The school has put much in place to improve the teaching of phonics and has been successful. Pupils currently in Year 1 are on course to achieve an even better result this year.
- Pupils' achievement in reading and mathematics is accelerating due to improved teaching and greater attention to the issues slowing progress. However, reading sessions are not sufficiently thorough in teaching key skills and in mathematics pupils get too few opportunities for practical problem-solving or investigations.
- The school has done much to improve writing which still lags behind other subjects. There is greater attention to spelling, punctuation and grammar. However, there are too few opportunities for pupils to write at length either in literacy lessons or across the subjects of the curriculum.

### The early years provision

### requires improvement

- Children start school with a range of skills and competencies that are typical for their age. They make steady rather than good progress across the areas of learning. The nationally expected proportion reach a good level of development by the end of Reception and most children are ready to start in Year 1.
- Teaching requires improvement. It does not sufficiently challenge children through effective questioning, work that meets their needs well or exciting activities that stimulate their curiosity. This means that children do not make the progress of which they are capable.
- There is appropriate attention to the teaching of letters and sounds (phonics) but it is not well enough structured to ensure effective learning for all children.
- There are too few opportunities for children to write. Their self-chosen activities and teacher-led writing activities are not sufficiently exciting to promote interest in writing.
- Children mainly enjoy all the activities that are on offer and work well together. However, they sometimes become bored when the activities do not engage them and so run about aimlessly. They are active learners, but there is not enough on offer to excite curiosity or stimulate their wider understanding of the

world.

- Planning appropriately covers the areas of learning to ensure sufficient coverage. Regular assessments recorded in their learning journals and electronically mean that children's progress is monitored across the areas of learning and additional help given where needed.
- Good relationships mean that children are confident and feel safe and well cared for. Staff keep children safe and ensure that they learn about how to keep themselves safe.
- Children behave well, share resources and are kind and friendly towards each other.
- The new early years leadership, although supportive, is not clear enough about how to promote effective learning and this limits its impact on improving provision.

## 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>	125147
<b>Local authority</b>	Surrey
<b>Inspection number</b>	462372

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>	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>	165
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bob Linnell
<b>Headteacher</b>	Kathryn Krynicki
<b>Date of previous school inspection</b>	18–19 April 2013
<b>Telephone number</b>	01483 225307
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