

# Ripley Endowed Church of England Primary School

Main Street, Ripley, Harrogate, West Yorkshire, HG3 3AY

**Inspection dates** 2–3 June 2015

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

## Summary of key findings for parents and pupils

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

- Achievement in mathematics is not consistently good throughout the school. Pupils do not make enough progress in Key Stage 2 to do better than expected. Pupils are not challenged to reach the very highest levels in mathematics.
- Over time, the teaching of mathematics requires improvement. Work set in mathematics, throughout Key Stage 2, does not meet the needs and abilities of all pupils to help them do better than expected.
- Marking, particularly in mathematics, does not always provide clear guidance for pupils, particularly the most able, to know what to do to improve their work and make good progress.
- Pupils' mathematical skills are not enhanced by their successful application in a wide range of subjects.
- Over time, leadership has not ensured that the quality of teaching is consistently good in mathematics throughout Key Stage 2.

### The school has the following strengths

- Parents rightly have confidence in the work of the school as there are clear signs of improvement in their children's achievement.
- The headteacher has the full support of the staff in her drive for improvement. As a result, achievement in reading and writing is good throughout the school.
- Teaching in the early years and Key Stage 1 is good. Pupils make good progress and are well prepared for their next stage of education.
- Pupils say they are safe in school, enjoy being in school and are well cared for. Parents and staff agree with this.
- Behaviour is good. Pupils have good attitudes to learning and are keen to do as they are asked. Pupils are polite and well behaved around the school.
- Governance is a strength of the school. Governors support the school well and challenge leaders to ensure that the quality of teaching and pupils' achievement are improving.

## Information about this inspection

- The inspector observed a range of teaching and learning in parts of lessons. Five observations were undertaken jointly with the headteacher.
- The inspector spoke with a group of pupils about their learning in lessons and their safety in the school. He also listened to some pupils reading and briefly observed small groups of pupils working outside the classroom.
- The inspector held meetings with the Chair of the Governing Body and three other governors. He also held meetings with a senior leader and the headteacher. The inspector had a telephone conversation with a representative of the local authority.
- The inspector looked at the school's review of its own performance, its development and improvement plan, school policies and the minutes of the governing body meetings. He also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- The inspector reviewed pupils' work in lessons and analysed samples of pupils' books.
- The inspector evaluated 30 responses to the online questionnaire (Parent View). He also analysed responses to a school questionnaire completed by parents.
- The inspector analysed 13 questionnaires completed by staff.

## Inspection team

James McGrath, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than the average-sized primary school.
- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium is well below average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- Almost all pupils are White British. Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children in the early years attend full time.
- The school holds the Basic Skills Award and a Youth Sports Trust Award.
- The headteacher has been appointed since the previous inspection. She took up post on 1 September 2012.

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

- Improve the quality of teaching, especially in mathematics in Key Stage 2, so that it is consistently good or better by ensuring that:
  - work set matches the needs and abilities of all pupils so they make good progress
  - the most-able pupils engage quickly with challenging tasks so that all reach the highest standards
  - marking provides clear subject information that tells pupils what to do to improve and make good progress
  - there is adequate time for pupils to respond to the information given from marking
  - pupils have more opportunities to apply their mathematical skills in a wide range of subjects
  - the work of teaching assistants is always used to best effect in the classroom
  - there are consistently high expectations of pupils' presentation across all subjects.
- Improve subject leadership in mathematics to raise standards at the end of Key Stage 2 by:
  - making sure that the teaching of mathematics is consistently good throughout the school
  - ensuring that the use of mathematics in other subjects is developed to make a positive contribution to improving achievement.

## Inspection judgements

### The leadership and management are good

- The headteacher and governors are ambitious for the pupils. They have the full support of staff in driving forward improvements and staff morale is high. As a result, improvements have occurred to the quality of reading and writing, and both are now good. Leaders have high expectations for behaviour and pupils have responded well to this, ensuring that behaviour is good.
- After a period of turbulence in the school following the previous inspection, achievement became variable and aspects of pupils' behaviour were not conducive to good learning. The headteacher's work has ensured that learning behaviours are now good and, as a result, achievement has improved in writing and reading and the school is improving.
- Leadership has an accurate view of what is working well and what needs to be done to improve the school. Plans for improvement indicate the areas that need to be addressed and the school fully understands that its main priority is to improve mathematics. Success is emerging, particularly in reading and writing.
- The headteacher has reviewed the system for tracking pupils' progress to ensure that it is more effective. Teachers understand the system well and they, along with leadership, are more effective in identifying those pupils who might be falling behind and intervening quickly. As a result, achievement in reading and writing at Key Stage 2 has improved, but the system has not been used as effectively in mathematics.
- Subject leadership has been effective in ensuring that reading and writing are developed well across a range of subjects. This has supported improvements in the quality of teaching and achievement in reading and writing. However, subject leadership in mathematics has not ensured that mathematical skills are developed well across other subjects and that teaching and achievement are consistently good.
- Performance management for teachers is thorough and identifies the skills that teachers and leaders need to improve. Improvements to the early years provision and its leadership are good examples of the impact of training identified through performance management and support from the headteacher, as both are now good. A performance review system is in place for teaching assistants in the school to support their development and career aspirations. This is a good example of the school's commitment to equality of opportunity.
- The curriculum is effective in offering a wide range of activities, including good sporting opportunities. The curriculum is supporting improvements in pupils' literacy skills but is not as effective in developing mathematical skills. Its themes are focused around pupils' interests and questions such as 'How Healthy Am I?' or 'Where In The World Am I?' Pupils are taught about law and democracy in their citizenship sessions. They organised the election of their school council by writing manifestos, engaging in hustings and managing a fair voting system. Through such means the school prepares pupils well for life in modern Britain.
- There are many opportunities for pupils to develop their spiritual, moral, social and cultural understanding. Pupils work well together in lessons and at play. They have many opportunities through the religious life of the school to reflect on their spirituality and the faiths and beliefs of others in Britain and across the world. There are good links with a school in Kenya and a school in Bradford that support pupils' understanding of other cultures and environments. These aspects make a strong contribution to the work of the school in fostering good relationships and tackling discrimination.
- The primary school sports funding is used well. Pupils say they enjoy sport and the school's records show that engagement in sport has increased because of the additional funding. The school works with a local sports partnership to increase the amount of competitive sport and has reached county finals in hockey, netball and team golf. During the inspection, pupils were seen to participate in physical education with great enthusiasm.
- The additional government funding to the school for the very few disadvantaged pupils is used well to support them in participating in a wide range of visits, cultural activities and to provide additional support for learning.
- Parents have a very positive view of the work of the school. The headteacher organises parent sessions to explain changes to the curriculum, assessment methods and internet safety. Good numbers attend. Parents help pupils with reading in school and attend school visits to support the school and their children.
- There are good arrangements for safeguarding and child protection, which meet statutory requirements. Leaders work with other agencies in the local authority to make sure that vulnerable pupils are well cared for and supported. There is a nominated governor who checks the effectiveness of procedures with the school.
- The local authority has supported the governing body well in providing training for governors and

encouraging governors to audit their skills. This is assisting governors to fulfil their duties well. However, advisors did not move quickly enough to resolve the difficulties with achievement in mathematics.

#### ■ The governance of the school:

- Governance is very effective. Governors are a knowledgeable, dedicated team and are challenging leaders well. They have audited their skills and organised appropriate training to be capable of checking the school's progress, its quality of teaching and pupils' achievement. They compare the school's performance with that of others both locally and nationally, and offer challenge and support to ensure that it is improving. They are clear about the main priorities for the school and are keen to see improvements in the teaching of mathematics. They visit the school and check progress with the headteacher and subject leaders.
- Governors check the finances of the school well and have a clear understanding of how teachers' performance links to pay. They know how well the additional government funding for disadvantaged pupils and the funding for primary school sports are used, and their impact on the pupils' work in school. Governors have good structures in place to check the effectiveness of the school and to fulfil their statutory duties.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Pupils are polite, courteous and welcoming to visitors.
- Pupils are very proud of their school and are smart in their uniforms. They were keen to tell the inspector how much they enjoyed coming to school.
- Pupils are well aware of how they are expected to behave in class and are keen to learn. They do as they are asked and lessons flow smoothly.
- The school is a calm and welcoming place in which pupils manage their behaviour well both inside and outside the classroom. Pupils helped to establish the school rules and know them well.
- There are good opportunities for pupils to take on leadership roles, such as being members of the school council, school librarians and tending the school garden.
- Pupils get on well together at lunchtimes and playtimes. They are very active and enjoy using the artificial grass and play equipment for their games.
- A scrutiny of pupils' workbooks throughout the school shows that usually pupils take a pride in their work and presentation is good. However, when teacher expectations are not high enough, some pupils' work is not consistently neat and tidy and this slows their progress.
- Pupils are punctual to school and attendance is above average. Behaviour is good and the school does not have any cause to use exclusion as a behaviour measure.

#### Safety

- The school's work to keep pupils safe and secure is good. Pupils told inspectors that they feel safe in school and they are well looked after.
- Pupils have a good understanding of how to keep safe when using the internet. They said that the internet safety quizzes and presentations from visitors about internet safety help them to know what to do if they encounter a problem when using the internet.
- Pupils know the different types of bullying and say that bullying is very rare. When it occurs, they are very confident that the school deals with it swiftly and effectively.
- Pupils have a good understanding of how to keep themselves safe through work with the police, fire service and road safety training.
- Child protection procedures are thorough. Governors and staff are well trained and work closely with external agencies to ensure that the most vulnerable pupils are safe.
- All pupils said that they enjoy school and they feel happy and safe at school. Parents and staff are unreservedly positive about children's safety.

### The quality of teaching requires improvement

- The quality of teaching requires improvement as, over time, it has not ensured that pupils' achievement in mathematics is good by the end of Key Stage 2.

- Work set in mathematics in Key Stage 2 does not match the needs and abilities of all pupils well enough to help them make good progress. Although pupils broadly make the progress expected of them, work is not pitched appropriately for the varying levels of ability and ages in a class. Consequently, some find it too easy and some too hard. Good examples of work pitched at the right levels for pupils were seen in pupils' written work across the school and in comprehension exercises for reading.
- The most-able pupils in Key Stage 2 are not challenged well enough in mathematics; they spend too long on easy tasks rather than being challenged by having to think out how to solve problems at a higher level. When pupils are challenged well, as seen in books in Key Stage 1 and early years work, they rise to the occasion and make good progress.
- Pupils' work is marked regularly and, across the school, there are good examples of effective advice to which pupils respond well, which helps them improve their work to make good progress. However, not all marking reflects the school's own marking policy across all subjects and year groups. In particular, information given to improve work in mathematics is not enough for older pupils in the school, and the most able, to lead them on to the next stage of learning. Occasionally, pupils are not given enough time to respond to improve their work in their subjects and progress slows.
- Expectations of the work presented by pupils are not consistently high across the school. There are good examples of work that is well presented in all year groups and all subjects. However, some pupils do not always take a pride in their presentation of work and it is not quickly remedied. This leads to some slowing of progress for these few pupils.
- Work set interests pupils, particularly in reading and writing. There is a good emphasis on pupils using appropriate grammar, spelling and punctuation in written work. There are good opportunities for pupils to read and extract information to support their work in other subjects, and for pupils to write extensively across a wide range of subjects, especially in science. However, pupils do not have enough opportunities to apply their mathematical skills in a range of subjects and this is not helping them to develop mathematical skills at a faster pace.
- Teaching assistants are well briefed and offer effective guidance to pupils of all abilities. Occasionally, their skills are not used right from the start of the lesson to support pupils' learning.
- Good relationships between adults and pupils are a feature in all lessons. Questioning is generally good and pupils engage well in answering at length when appropriate.

### The achievement of pupils

### requires improvement

- Over time, pupils have generally made the progress expected of them in mathematics in Key Stage 2 but too few have done better than this. Evidence from pupils' work indicates that this is still the case. Achievement requires improvement as pupils are not making good progress in a key subject (mathematics).
- Over time, progress has improved in the early years and is now providing a good foundation for learning in Key Stage 1. This is seen clearly in improved reading by the end of Year 1 and a keenness and readiness to learn in Key Stage 1.
- Standards by the end of Key Stage 1 are above average in reading, writing and mathematics and have been since the last inspection. Good teaching and leadership have made sure that pupils make good progress in Key Stage 1.
- Since the last inspection, from above average standards at the start of Key Stage 2, pupils' attainment has not been consistently above average for those pupils leaving school at the end of Year 6. This is due to pupils generally making the progress expected of them but not more than that, particularly in mathematics.
- The recent improvements in the use of the school's system to track pupils' progress have resulted in higher standards in reading and writing in Key Stage 2. Currently, pupils in Year 6 are working at standards that are above average nationally. However, similar improvements have not been made in mathematics and standards remain broadly average. Pupils have not made good progress throughout the key stage in mathematics.
- An analysis of pupils' work across the school by the inspector showed that good progress is being made in early years and Key Stage 1 in all areas. It also showed that progress has improved in Key Stage 2 in reading and writing to be good overall. However, although improving, the analysis showed progress is not consistently good in mathematics and requires improvement.
- The most-able pupils make the same progress in writing and reading as similar pupils in other schools but less progress in mathematics. Teaching in reading and writing provides appropriate challenge for pupils to progress well. There is, however, a lack of challenge for the most able in mathematics with the

consequence that they do not reach the higher levels.

- The few disabled pupils and those who have special educational needs make similar progress to others in school. They receive well-planned and effective support to meet their needs and be included in lessons across the school.
- There is an extremely small number of disadvantaged pupils in the school; this has been the case each year since the last inspection. Therefore, comparisons between their achievement and that of others in the school and nationally are not statistically valid.
- The school is promoting reading well and pupils are keen to read both in and out of school. Pupils enjoy selecting books from the school library which is managed by older pupils, who are librarians. Standards in reading are improving across the school and in the most recent national screening check on phonics (letters and the sounds they make) at the end of Year 1, pupils' skills were average, which is an improvement on the previous year. Pupils enjoy reading and the school is helping them to read well.

### **The early years provision**

**is good**

- Children settle well into the Reception class. Before children start, there are opportunities for them and their parents to visit the setting. Information is collected by the early years leader from the many nurseries the children attend and this helps children make a good start to their learning.
- The effectiveness of the provision has improved since the last inspection owing to improvements in leadership, teaching and the outdoor facilities. Planning has improved and meets the needs of all groups of children, including the most able.
- Most children enter Reception with skills that are typical for their age. They are self-confident and particularly good at making relationships. This supports their good progress and their ability to work and learn together. They have very positive attitudes to learning and their behaviour is good. From their typical starting points, a larger-than-average proportion of children are set to reach the expected, and some more than expected, skills for their age by the end of Reception. This is an indication of good progress.
- Owing to good teaching and good leadership, children are interested in their work and make good progress. Interesting tasks are planned and children spoke enthusiastically to the inspector about how much they were learning about other countries such as Australia and India. They were keen to show the 'poisonous snakes' they had made, explaining where they could be found and the effect of a snake bite. Children's behaviour is good as they are interested in their work and work well together.
- There are no disadvantaged children in the early years. There are too few children with disabilities or special educational needs in the setting to make meaningful comparisons with others in the setting.
- Leadership is good. Children's skills are assessed accurately and adults are well deployed to support all children in making good progress. Children are safe and happy because of the secure procedures that exist in early years. Parents are highly engaged in their children's learning. For example, parents regularly note down anything they think interests their children. The school then incorporates these interests into learning to meet the needs of each child effectively. Parents are very positive about the provision.
- Children engage in a wide range of activities to support the development of their spiritual, moral, social and cultural understanding. They listen well to each other and to adults. They are respectful and enthusiastic about their work. They are well prepared for the next stage in their education in Year 1.

## 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>	121580
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	461889

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>	91
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rose Gosling
<b>Headteacher</b>	Catherine Wilson
<b>Date of previous school inspection</b>	12 September 2011
<b>Telephone number</b>	01423 770160
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