

Inspection of Ripley Infant School

Kirk Close, Off Highfield Way, Ripley, Derbyshire DE5 3RY

Inspection dates: 30 January and 1 February 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy attending Ripley Infant School. They say they like learning new things. A typical comment from pupils is that the school is 'amazing'. The school has high expectations of how pupils should conduct themselves. Pupils understand the school's 'ASPIRE' (achievement, safe, passion, individuality, resilience and exploration) values. They say the values help them know how to behave and treat others. Staff use praise well to reinforce these values. This means most pupils behave well.

At playtime and lunchtime, pupils enjoy taking part in different activities. Most pupils play well together. Pupils say that bullying happens sometimes. They know staff will deal with any issues if they do occur. Pupils feel safe in school. They know who they can talk to if they have any worries.

Pupils enjoy taking on different responsibilities in school. Some pupils are 'playground buddies', and some are 'mini leaders'. These pupils help to organise games and support other pupils. Pupils also enjoy taking part in the school council. The school provides a range of extra-curricular activities for pupils. Many pupils attend these. They enjoy participating in the choir and other sports clubs, such as football, archery and dodgeball.

What does the school do well and what does it need to do better?

The school has created an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). The curriculum is well planned. The school has set out the knowledge and vocabulary pupils will learn in each subject. This ensures that it is clear how pupils will build their knowledge over time.

Most teachers deliver the curriculum well. They have good subject knowledge. Teachers explain new learning clearly. They question pupils well to check their understanding. Teachers also recap what pupils have learned previously. This helps pupils to remember what they have learned. For example, pupils in Year 2 were confident in recalling what they had learned about The Great Fire of London. Sometimes, teachers do not use activities that are well matched to the intended learning. This means that sometimes pupils do not learn as well as they could.

The school has prioritised reading. Staff are well trained to deliver the phonics programme. Pupils start learning the skills they need to read as soon as they start school. Staff ensure that pupils quickly learn the letter sounds they need to be able to read. Staff use assessment well to identify pupils with gaps in their phonics knowledge. These pupils then get daily support. The books pupils read are well matched to the sounds pupils know. Staff use opportunities throughout the day to recap the sounds pupils have learned. Pupils also have daily guided reading sessions and story times. As a result, most pupils learn to read fluently.

The school has ensured that a clear process for identifying the needs of pupils with SEND is in place. Teachers get information about how to meet the needs of these pupils. At times, this information lacks detail. Pupils with SEND access the same curriculum as other pupils. However, not all teachers adapt how they teach or support these pupils well. This means some pupils with SEND do not achieve as well as they could.

Children in Reception benefit from a well-planned curriculum. Staff use many opportunities to develop the children's communication and language skills. The regular use of stories and songs supports children in learning ambitious vocabulary. There are clear routines that all children follow. They are well cared for. The activities that staff use ensure that children progress well in all areas of learning. Children are well prepared for key stage 1.

A clear behaviour system is in place that all staff and pupils understand. Staff regularly reward pupils for behaving well. Some pupils get extra support to help them manage their behaviour. This means that most pupils know how to behave. The school works well with families to support pupils to attend regularly. Pupils' attendance is improving.

The school has planned well for pupils' broader development. Pupils learn how to be safe when online. They learn about healthy eating. They have opportunities to learn about democracy. For example, pupils vote for the books they read during story time. Pupils know to be kind to others. They experience a range of trips that enhance the curriculum. They get to visit different places of worship to learn about various religions.

Staff are proud to work at the school. They feel well supported. Governors know the school well and provide effective challenge and support.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' activity choices do not always support pupils in learning the curriculum as they are not always well matched to the intended learning. This means some pupils do not learn as well as they could in some subjects. Teachers should ensure that activities are suitable for the intended learning.
- Teachers do not always have the necessary information about pupils' individual needs. They sometimes do not meet the needs of pupils with SEND well. This means that some of these pupils do not always access the curriculum and do not achieve as well as they could. The school should ensure that teachers get precise information about how to meet the needs of these pupils. The school should also

ensure that staff know how to meet these needs so that all pupils with SEND can access the curriculum and achieve well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112612
Local authority	Derbyshire
Inspection number	10254759
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair of governing body	John Pearce
Headteacher	Paula Doleman
Website	www.ripley-inf.derbyshire.sch.uk
Dates of previous inspection	1 and 2 February 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the headteacher and the deputy headteacher.
- Inspectors carried out deep dives in these subjects: early reading, mathematics,

history and English. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also discussed the curriculum and visited lessons in some other subjects.
- Inspectors visited registration and assembly.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff questionnaires. An inspector spoke with parents at the school gate.
- The lead inspector met with a representative of the local authority.
- The lead inspector met with governors, including the chair.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Katherine Chadbourne

Ofsted Inspector

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