

INSPECTION REPORT

RIPLEY ENDOWED C of E SCHOOL

Harrogate, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121580

Headteacher: Mrs G Vere

Reporting inspector: Mr G Brown
21060

Dates of inspection: 23rd – 24th September 2002

Inspection number: 248271

Short inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: Main Street
Ripley
Harrogate
North Yorkshire

Postcode: HG3 3AY

Telephone number: 01423 770160

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Appropriate authority: The governing body

Name of chair of governors: Mrs D Bowes

Date of previous inspection: March 1998

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	9
WHAT THE SCHOOL DOES WELL	9
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ripley Endowed School is a CE voluntary controlled primary school serving the village of Ripley, to the north of Harrogate. Its pupils come from an extensive area around Ripley, including neighbouring villages, towns and outlying rural areas. The school is small by national standards with some 80 full-time pupils on roll including a broadly similar number of girls and boys. All pupils are taught in mixed-age classes. There are currently no pupils from minority ethnic backgrounds and no pupils are entitled to free school meals. Of the five pupils on the school's register of special educational needs, two have statements. Some pupils experience moderate learning difficulties and others have multi-sensory impairment. Almost all children attend some form of pre-school provision and generally enter the reception class with above average standards. The school's aims are summed up in its mission statement, namely, 'Growing and learning together to achieve educational excellence'.

HOW GOOD THE SCHOOL IS

This is a very good school that serves the needs of its pupils particularly well. Pupils make very good progress and achieve high standards in almost all of their learning. Pupils benefit from the very good leadership offered by the headteacher and other staff. Teaching and learning, together with the curriculum, are also very good and highly influential on standards. Now some 300 years since it was first founded, the school continues to perform extremely well under the care of a committed and hard-working staff and gives good value for money.

What the school does well

- By the end of Years 2 and 6, pupils' attain high standards, particularly in English, mathematics and science.
- The quality of teaching and learning is frequently very good, helping pupils to achieve well and to make rapid progress during their time in school.
- The quality of leadership offered by the headteacher and other staff is very good and provides the key to a strong and influential team approach to school management.
- The arrangements made for pupils' learning (the curriculum) are very good. This provides a rich and varied range of opportunities for all pupils to develop their basic skills and to grow in knowledge and self-esteem as they move through the school.
- Considerable emphasis is given to the personal development of the pupils, particularly their spiritual, moral and social development. Behaviour and working relationships are very good and these help generate a very positive attitude among the pupils to much of their learning.

What could be improved

- Effective systems are in place to help support the already high levels of pupils' attainment and progress. The school therefore has no significant areas to improve at the present time.

Any areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998 when the standards achieved by the pupils, the quality of education provided, the climate for learning and the management and efficiency of the school were all judged to be very good. Good progress has continued since that time. Following that inspection, there were no key areas to improve. Staff and governors were quick to develop and extend those areas of curriculum in need of minor refinement. Since that time, the school has continued to grow in strength and reputation and to serve the needs of its pupils extremely well. In addition, many of the new national initiatives it has faced, such as performance management and the introduction of the National Literacy and Numeracy Strategies, have helped to raise standards still further and to increase the range of opportunities given to the pupils. The school's current targets for attainment are also high.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A*	A
Mathematics	A	A	A*	A*
Science	A	A	A	A

Key	
very high, among top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Many children enter school with above average standards and make good progress in their reception year. The results of statutory and other tests, combined with inspection findings, confirm the well above average standards achieved by both seven- and eleven-year-olds in recent times. In 2001, Year 6 results in English and mathematics were in the top five per cent nationally. Indicative results from tests taken in 2002, suggest these high standards are set to continue. By the end of Years 2 and 6, pupils' results are also frequently well above those from schools in similar social settings. The inspection confirmed that pupils across the school achieve and progress very well, including the very few with special educational needs. Each year a well above average number of pupils in Years 2 and 6 reach the higher levels in their tests or teacher assessments. Girls and boys achieve broadly similar standards year on year. A relatively small number of pupils take the annual tests each year and the results of just a few pupils can alter the overall school performance either way. Nevertheless, over time, pupils repeatedly achieve high standards and this looks set to continue. The school tracks the achievements of all its pupils very well, ensuring their previous knowledge and understanding are carefully built on. Infant and junior pupils speak clearly and confidently and read widely for their respective ages. Most write accurately and effectively across the curriculum. In mathematics, many show a keen understanding of number and apply their skills in order to solve everyday problems. Standards in science are very good and many pupils are adept with computers and other forms of technology. Standards in personal and social education are also high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their learning and take pride in their finished work. They respond very well to the high expectations of their teachers and have a mature outlook for their age.
Behaviour, in and out of classrooms	Very good, particularly in the classrooms where they settle very quickly to work. Pupils are trustworthy, move round the school sensibly and show good levels of courtesy to each other and to adults.
Personal development and relationships	Both these aspects are very good and clearly reflect the school's own aims and values. Positive relationships form the basis of school life making learning a real pleasure. The personal development of the pupils is a school priority and helps produce children who show initiative and understand the purpose of their everyday learning.

Attendance	Attendance is well above the national average and pupils are punctual.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching and learning is good in the reception class and very good elsewhere. No unsatisfactory teaching was observed and a large proportion was very good. This, combined with a well-planned curriculum and the efforts made by the pupils themselves, leads to high achievement and very good progress. Staff have high expectations as to what pupils can do and the general control and organisation of their classes leads to a good pace in learning. Pupils are also given a wide range of activities which consolidate and extend their learning. Basic skills in literacy and numeracy are taught particularly well although there is some danger that the very youngest children move onto more formal learning a little early. Teachers have a very good knowledge and understanding of the subjects they teach and support pupils well with work and activities that are designed to both encourage and challenge them. A particularly good feature of many lessons is the sharing of the aims of a session with the pupils which results in them developing greater awareness of their own learning targets. The teaching and support of pupils with special educational needs is also very good, as is the use of support staff and classroom assistants around the school. Although most classes are not large, they contain a wide range of ages and abilities and staff do very well to identify and act on the needs of individual pupils. The use made of marking and other assessments is generally good and homework plays a sound part in the development of the pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall with a rich, balanced range of learning opportunities available to all pupils. The relatively new curriculum for reception children is still emerging but is already well planned for. As well as National Curriculum subjects and religious education, pupils benefit from renewed emphasis on personal development. Although extra-curricular activities are few, pupils benefit from a wide range of school visits, including the annual residential stay for junior pupils.
Provision for pupils with special educational needs	The school is very focused on the few pupils who are placed on the register of special educational needs. They are well supported by carefully planned work, additional adult help and, where necessary, individual educational plans with phased targets for improvement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Considerable emphasis is placed on teaching traditional values as well as knowing, supporting and relating well to others. The school ethos encourages pupils to reflect and make sense of the world around them as well as developing their own beliefs. The school is also successful in encouraging global awareness and in fostering pupils' curiosity about their own heritage and the cultures of others.
How well the school cares for its pupils	Very good procedures are in place for ensuring pupils' care and protection. Accurate assessments are made of pupils' academic and

	personal development and good individual records are maintained. Very good procedures are in place to help promote and maintain the currently high standards of behaviour and attendance.
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The school works closely with many parents and rightly appreciates the range of support this brings.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management is very good and provides a clear focus for raising standards and school improvement. The headteacher has a complex role as both teacher and manager but provides, with others, the impetus to help move the school forward. There is throughout, strong teamwork and commitment to the pupils.
How well the governors fulfil their responsibilities	Good overall. Governors show increasing knowledge of the needs of the pupils and this is reflected in their own committee structure and the level of support, interest and expertise they bring to the school.
The school's evaluation of its performance	Very good and a clear management strength. By careful monitoring and evaluation of what has already been achieved, the school continues to meet new challenges and opportunities.
The strategic use of resources	Good. Educational resources are used effectively by staff. Annual expenditure reflects the priorities expressed in the current school improvement plan. Specialised grants and funding are well targeted. Financial planning and control are good. Effective use is made of support staff and other adults on site. Staff work hard to overcome accommodation difficulties, such as a lack of storage space and the absence of a school library and multipurpose hall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Standards are high and children are making good progress over time. A particular strength is the school's ability to maintain a happy environment whilst keeping high standards in academic and social skills. Teaching is good. Staff know the children well and work hard to get the best from them. Children are happy to come to school, mature well and take responsibility for their own actions. The school is well led and managed and most parents are happy with the communication between home and school. Most are very happy about the opportunities given to discuss their children's progress. Children are proud of their school, behave very 	<ul style="list-style-type: none"> Some parents are not satisfied with the level and nature of homework given to pupils. A significant number of parents would like to see the school increase its range of activities for pupils outside normal working hours.

The parents' views of the school are clearly very positive and many of the aspects they mention are indeed strengths of the school. Whilst most parents are happy about the amount and type of homework given, the school has agreed to re-examine what is set on a weekly basis and to ensure all parents are fully informed about its on-going policy in this respect. The range of after-school clubs is relatively small but there are clear difficulties relating to the number of staff and pupils who can be involved, given the school's size and its rural location.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the end of Years 2 and 6, pupils attain high standards, particularly in English, mathematics and science.

1. The results of statutory and other forms of assessment, supported by inspection evidence, confirm that pupils' standards are well above average by the end of Year 2 and particularly at the time pupils transfer to neighbouring high schools. In English, pupils speak, read and write to a very good standard and these basic skills are used effectively to support other subjects in the curriculum. Most pupils concentrate well and are very happy to debate and listen to the views of others. When asked to explain what they are doing during a lesson, most talk confidently about their work and what they are trying to achieve. Their grasp of technical language is very good and even very young pupils can find the right word. For example, a pupil grasps the edge of a cymbal 'to stop it vibrating and making the sound'. Throughout the school, pupils read very well, their reading records detailing a wide range of fiction and non-fiction texts. Pupils as young as seven make good attempts at writing book reviews. They also show their levels of comprehension are above average by recalling stories and characters in books that they have particularly enjoyed.
2. Pupils' writing is a strength of much of their everyday work. Most pupils possess a very acceptable style of handwriting, often the result of specific lessons designed to improve their letter formation and joins. Whilst some pupils do not always transfer this high standard of neatness into their everyday exercise books, most work is legible and completed carefully. Spelling too is well rehearsed and many pupils develop good levels of practice through the testing of prepared lists and being encouraged to 'have a go' rather than merely asking the teacher for the correct version. Regular exercises are given to ensure that pupils use grammar, clauses, sentences and punctuation to a good level. Although the school is involved in an ongoing drive to improve pupils' creative and informative writing, their current levels are frequently of a good or very good standard and reflect children who can write for a wide range of audience and purpose. In Year 2, one pupil wrote graphically about 'My attempts to swim' whilst in Year 6, pupils use their knowledge and imagination to write convincingly about 'The Delights of Harrogate', post-war Britain and even their preferences among Shakespeare's plays. Older pupils write accurately at considerable length and are particularly adept at retelling myths and legends in their own words. There is evidence that some pupils are encouraged to draft and re-draft their work using the computer, but this aspect of their work could be usefully extended. Most older pupils have their own personal writing targets and make attempts to assess their own work and to improve it as they go on.
3. Pupils' mathematical knowledge and skills are well developed. The basics of number are well laid in reception and Year 1 and, by the end of Year 2, most pupils

can add and subtract accurately and work mentally to a good speed. Several strategies are known and applied for reaching the right answer. Examples of measurement using standard units of length, weight and time show good understanding alongside the ability to estimate answers before doing practical work. Pupils also recognise, name and classify a wide range of shapes and compare their various properties. They also experience different forms of data handling and can interpret graphic material, including some on a computer. Pupils produced good graphs of their own when they visited nearby Harewood House and compiled data about the birds they had seen. By the end of Year 6, many pupils acquire high standards in number producing a wide range of work which illustrates their competency with mental work, division and multiplication in particular, as well as decimals, fractions, shape, angles and area. Most use with confidence mathematical vocabulary such as mode and median. Although the handling of data and the use of computers in mathematics could be stronger still, pupils are nevertheless above average when compiling and comparing graphs and when applying their mathematical knowledge to solving problems.

4. By the end of Years 2 and 6 pupils' work in science is developed well. Most develop an investigative approach towards science involving predictions or forming a hypotheses based on previous knowledge and experience. The results of experiments are generally well written using not a worksheet but the pupils' own words, including well-produced diagrams. Pupils in Year 1 come to accurate conclusions when investigating sources of light, whilst those in Year 2 completed some good investigative work on how and why certain materials undergo change. Their use of prediction is particularly strong. In Years 3 and 4, the theme of light is extended further and pupils undertake accurate studies of how and why shadows are formed, looking also at the practical interpretations of opaque and transparent. By the end of Year 6, many pupils complete their investigative work to a high level. Several know how to set up their own experiments and all pupils show consistently good and sometimes very good levels of writing when drawing conclusions from their work. Group work is particularly well developed as was seen during a lesson involving circuits when pupils investigated the impact of the length and thickness of wires on the brightness of a bulb. The use of computer technology has improved considerably since the previous inspection and older pupils in particular are rapidly becoming familiar with spreadsheets, interrogating data and communicating and handling information. The controlled use of the Internet is also having increasing influence on their wider learning.

The quality of teaching and learning is frequently very good, helping pupils to achieve well and to make rapid progress during their time in school

5. The school has developed programmes of training and staff development to ensure teachers have a thorough knowledge and understanding of the subjects and age groups they teach. The result is generally high quality teaching that moves pupils' learning on and leads to effective progress. There is a strong team approach with a good blend of very experienced staff and a few teachers who are relatively new to the profession. Planning is very precise and carefully builds on the pupils' previous learning and knowledge. Teachers also have high expectations as to the standards pupils should reach and activities are carefully planned and presented to challenge and further inform. In the reception class there is good emphasis on the teaching and learning of basic skills and children make quick inroads into early reading and writing skills in particular. The teacher also does well when building on previous knowledge and experience based on home learning or in a nursery. Some of the

very youngest children would benefit from wider play experiences in order to enrich their language and social development even more.

6. Teaching in Years 1 to 6 is consistently very good. Although classes are not large by national standards, teachers have to plan their lessons with a wide range of ages and abilities in mind, and this they do very effectively. The aims of lessons are shared openly with pupils allowing them to understand the teacher's as well as their own role in the planned learning. As part of their screening process, all teachers carry out tests and other forms of assessments to ensure they know exactly the point individuals have reached and what is needed next in order to consolidate and extend their future learning. All pupils are targeted well in such a process. For example, the school has an above average number of higher achieving pupils who are challenged successfully. Relatively few pupils have special educational needs, but any difficulties are identified at an early stage and pupils are supported well with extra adult help or through individual educational plans, which are used effectively by staff.
7. The application of literacy and numeracy skills across many subjects is considered by the school to be a vital part of pupils' learning. Teachers are very adept at planning for these basic skills in areas such as history, religious education, science and geography. Staff working with Years 1 and 2 in particular, are careful to link subjects so that young children can view their learning as a whole. All staff have strengths when questioning pupils, encouraging them to fine-tune their speaking and listening skills and to develop the confidence to use technical vocabulary wherever possible. The use of homework as a means of extending knowledge and learning is satisfactory overall, although the school is rightly reviewing its policies to ensure parents, for example, have a more secure grasp as to the purpose of homework and how perhaps they can become more involved.
8. A further strength of almost all teaching is the management of the pupils. With the most experienced teachers in particular, the control and organisation of pupils looks relatively effortless, but much of this is down to following carefully agreed guidelines on discipline and expectations on behaviour. There is a solid work ethic in school that new teachers are quick to become part of. In almost all observed lessons, this resulted in little time being wasted, pupils kept firmly on task and learning that was rapid and enjoyable. Teachers negotiate learning targets with individual pupils, helping the children themselves to remain focused on how to improve. Teachers are adept at establishing very good working relationships with their pupils and establishing an ethos in which pupils want to please their teacher and to do well. Most pupils will grasp opportunities to 'try things on their own' when the opportunity comes along. The everyday marking of pupils' work is of a good quality although not always consistent in style and purpose from class to class. In the best of practice, pupils are given the opportunity to reflect on their previous work and are also given guidance as to what to do next in order to improve still further.

The quality of leadership offered by the headteacher and other staff is very good and provides the key to a strong and influential team approach to school management

9. This is a major strength of the school and contributes widely to its popularity and success. The experienced headteacher brings enthusiasm and commitment to her role and, together with others, has created a secure and clear vision as to the needs of the school and the direction it should take. Having a substantial teaching commitment herself, this leads to a very clear working knowledge of the effectiveness of teaching and learning across the school. Although there are

inevitable tensions between the time available for her teaching and headship roles, a very good balance is struck which allows very good teaching to be maintained in Years 5 and 6, as well as those whole-school initiatives to be explored and developed as part of her managerial role. In this she is particularly well supported by an experienced senior teacher who brings many teaching and administrative skills to the school. All staff and governors ensure that the school meets very securely its basic aims, whilst pupils continue to achieve high standards.

10. In recent times, the same two staff have had to adopt almost entire responsibility for the co-ordination of the curriculum, due to the newness of other teachers into the profession. Such responsibilities are planned for very well and ensures learning is continuous across the school. The emphasis given to the training of newly qualified teachers, graduate teacher placements and initial teacher training is highly successful. The careful monitoring of such programmes alongside the many other initiatives undertaken by the school, represents an overall strength of provision. The monitoring and evaluation of teaching and learning and the close relationship of these to pupils' standards is a strong strand in management. Together with governors, staff analyse carefully the impact of the school's past and present practice on pupil performance and adapt their approach accordingly. This leads to educational priorities being identified quickly and well targeted.
11. Governors are committed to the school and bring a wide range of useful strengths and experiences to school management. The governing body has a clear understanding of the school's strengths and weaknesses and contributes effectively to school development planning, although this could be usefully expanded. The governing body's system of committees works well and much is achieved during the year. Governors' involvement in relatively new initiatives such as performance management is already good and is helping to set new and challenging targets for the future. The action taken by all those with management roles to help meet such targets is very effective in maintaining standards and ensuring that all pupils are integrated fully into the life of the school.
12. The educational priorities identified in the school development plan are well supported through careful financial planning and control. The headteacher and governors are well aware of the need to get the best value they can from the school's annual budget and specific grants which are allotted to it. This they achieve. The current budget has a surplus that will eventually target the school's agreed contribution to the much-needed improvements to the accommodation for the youngest pupils. The school also uses its existing accommodation and resources well, including the use made of classroom assistants and other support staff.

The arrangements made for pupils' learning (the curriculum) are very good. These provide a rich and varied range of opportunities for all pupils to develop their basic skills and to grow in knowledge and self-esteem as they move through the school

13. The curriculum fully meets statutory requirements and provides particularly well for all ages and abilities of pupils. No pupil is disadvantaged through having special educational needs or the need for more stimulating and challenging tasks. Some small improvements have yet to be made to ensure the new Foundation Stage (reception children) get the very best entitlement in areas such as creative and physical development. The planned curriculum for six- to eleven-year-olds is well organised and taught, making very good provision for mixed-age classes and the need, for example, to introduce swimming and the latest programmes for good

health and personal and social education. A very good balance is maintained between curriculum subjects as well as the quality and range of learning opportunities. Recently, there has been successful and ongoing emphasis on computer technology and increasing pupils' entitlement in this area. Having its history well rooted in the Anglican Church, there remains in the school a very positive emphasis on Christian values and traditions.

14. Good emphasis is also placed on curriculum enrichment through visits outside of the classroom, including a very well supported annual field-study week to the Lake District. Here, as with much of the everyday teaching and provision, there is growing emphasis on the pupils doing things for themselves and taking greater responsibility for their own learning. The school is a key focal point for village life and inevitably pupils are drawn into the wider community. The school's recent celebrations of its own tri-centenary created enormous interest and provided many opportunities to develop, for example, the historical skills and knowledge of the pupils. The National Literacy and Numeracy Strategies are well embedded into pupils' daily learning and contribute well to several other subjects in the National Curriculum.
15. Away from traditional subjects, the curriculum has strengths in its overall provision for the personal development of the pupils. Specific and helpful sessions are held to promote good health as well as moral and social education, factors that are discussed in more detail in the next section. The range of extra-curricular activities is small and reflects the size of the school and the very small number of staff who are able to initiate various clubs and activities.

Considerable emphasis is given to the personal development of the pupils, particularly their spiritual and social development. Behaviour and working relationships are very good and this helps generate a very positive attitude among the pupils to much of their learning.

16. The school's aims and values help provide a climate in which all pupils feel wanted and valued and where they can grow and flourish as individuals. This has implications for the curriculum, not least the emphasis on personal and social education. Parents recognise this as a happy, caring school and one to which their children enjoy coming. They also rightly stress it is the attention given to promoting traditional values and building up secure and lasting relationships, that makes the children and their school feel special.
17. Pupils show great enthusiasm for their work, want to do well and to please their teachers. During oral work in particular, they are very anxious to take part and respond well to challenge and praise. This very positive attitude towards lessons, combined with the quality of teaching, ensures that most pupils make considerable strides in their work. Very good behaviour also contributes richly to their own learning environment. Pupils are trusted to behave sensibly and to support each other. The oldest pupils in particular are mature, helping the wider school in all sorts of ways, ranging from being 'watchdogs' for vulnerable children in the playground, to changing their classroom into a space for whole-school worship every morning. Outside of the classroom, pupils play sensibly together and follow closely the school's golden rules for behaviour and good conduct.
18. The outcomes thus described, occur because staff build successfully on home and school expectations, providing a climate of trust in which pupils develop an awareness of the whole-school family as well as a sense of respect for the views and rights of others. Important dimensions such as the spiritual and moral

development of pupils are not left to chance. Through lessons, religious education and particularly through worship, pupils are encouraged to reflect on self awareness and to gain a deepening perception of the world around them and the things they cannot see, only visualise. During the inspection, pupils were beginning to focus on their forthcoming harvest festival, but were equally at home thinking about world tensions, including natural and man initiated disasters. Through such means, pupils gain an appreciation of the intangible, such as beauty, truth, love and goodness for its own sake.

19. The very good behaviour results in part from a growing awareness of moral issues, including acting on the known differences between right and wrong. In a Year 6 lesson, pupils showed great maturity during their group debates on theft and if it can ever be justified. Teachers are good at posing open questions that encourage pupil reflection and challenge previous perceptions. As part of both moral and social development, many pupils are given the opportunities to explore their own emerging ideas and beliefs and most are very confident when expressing these.

20. The school incorporates a real family atmosphere in which all pupils feel known and supported. They are taught very directly and effectively that school life, and society in general, is dependant upon individuals living harmoniously alongside each other. The quality of relationships that emerge is testimony to how successful the school is in its teaching. There is also active encouragement for pupils to respect and care for the environment. The school has only recently adopted fully a millennium garden which is already proving an invaluable resource for pupils to share quietly with each other and to reflect on the beauty of the natural world. The school rarely has on roll pupils from minority ethnic groups although satisfactory systems are in place to support such pupils should they arrive. As a consequence, the school does very well in its attempts to make all pupils more aware of cultural diversity and to foster genuine curiosity about societies and cultures other than their own. There is strong emphasis in the curriculum on global awareness and racial equality. Older pupils have a sound appreciation of the diversity and interdependence of cultures. In terms of their own heritage and culture, being so close to Ripley Castle, even very young children have a sense of the richness of the past as well as the need to be part of the village's future. Harvests are held in the Church and are truly rural celebrations, as is Christmas with pupils taking part in a nativity with real animals in an actual stable. By participating in such events, pupils are given insight into those influences which have helped shape their own cultural heritage, whilst at the same time, deepen their perception and tolerance of the world around them.

WHAT COULD BE IMPROVED

21. The school has no significant areas to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. The school has effective systems in place to help support the already very good achievements and progress of the pupils. The school's most recent improvement plan indicates clearly those areas, such as the provision for reception children, where more work is required. It is also important that exciting initiatives, such as the planned improvements in the building, are carried out well. In this way, the school is likely to maintain its current stance of embracing change and of building on its already considerable strengths.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	6	2	0	0	0
Percentage	7	40	40	13	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 6 percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	80
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	5

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	5

Attendance

2000/01

2000/01

Authorised absence

	%
School data	95.8

Unauthorised absence

	%
School data	0.0

National comparative data	93.9
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	4	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	12	13
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (83)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	13	13
Percentage of pupils at NC level 2 or above	School	92 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	10	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	17	18	18
Percentage of pupils at NC level 4 or above	School	94 (100)	100 (90)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	17	17	18
Percentage of pupils at NC level 4 or above	School	94 (100)	94 (90)	100 (100)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

As numbers of boys and girls are fewer than ten, figures are not shown.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	80	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	20
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	43

Financial information

Financial year	2001/2002
	£
Total income	235,186
Total expenditure	236,433
Expenditure per pupil	2,955
Balance brought forward from previous year	26,801
Balance carried forward to next year	25,554

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4 FTE
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	60
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	23	6	2	0
My child is making good progress in school.	60	30	2	0	8
Behaviour in the school is good.	62	32	4	0	2
My child gets the right amount of work to do at home.	30	47	13	2	9
The teaching is good.	57	34	2	0	6
I am kept well informed about how my child is getting on.	40	45	9	0	6
I would feel comfortable about approaching the school with questions or a problem.	68	23	6	0	2
The school expects my child to work hard and achieve his or her best.	77	15	6	0	2
The school works closely with parents.	49	40	6	0	4
The school is well led and managed.	79	19	0	0	2
The school is helping my child become mature and responsible.	66	26	4	0	4
The school provides an interesting range of activities outside lessons.	28	15	32	6	19

Other issues raised by parents

Several parents have asked the school to provide more information, perhaps termly, about the topics/themes their children are likely to follow in a given period. They would use this information to become more involved in supporting their child at home. The school is currently following up this request and sees it as a positive means of developing the home/school partnership.