

# Ripley CofE Infant School

## Inspection report

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<b>Unique Reference Number</b>	125147
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315166
<b>Inspection date</b>	5 June 2008
<b>Reporting inspector</b>	Keith Sadler

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	70
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr T Hewitt
<b>Headteacher</b>	Mrs M Walker
<b>Date of previous school inspection</b>	13 September 2004
<b>School address</b>	Wentworth Close Ripley Woking GU23 6ED
<b>Telephone number</b>	01483 225307
<b>Fax number</b>	01483 225507

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<b>Age group</b>	4–7
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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: whether the current Year 2 pupils are on course to attain standards that are exceptionally high; how well the more able pupils achieve, particularly in writing; and how well teachers with responsibilities contribute to the school's monitoring and evaluation procedures.

Evidence was gathered from the analysis of pupils' progress, scrutiny of samples of their work and observation of lessons and pupils during break and lunchtime. Discussions were held with staff, governors and pupils. In addition, the responses of 43 parents' questionnaires were analysed and comments taken into account. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This small infant school serves the village of Ripley. The school shares a very large site with a village pre-school and there is also a private day nursery on the site. Almost all pupils are of White British heritage and all are fluent English speakers. The proportion of pupils with learning difficulties and/or disabilities is slightly above the national average. The most common needs are moderate learning difficulties. New accommodation is to be provided for pupils aged 7-11. It is planned that the school will develop into an all-through primary school with the current Year 2 pupils remaining in the school in September 2008.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school in which pupils thrive in a caring, supportive and challenging atmosphere. Staff have maintained and built on the wide range of very good features found at the time of the previous inspection. Pupils achieve outstandingly well in both their personal and academic development.

Parents are unanimous in their support of the school. Many commented on their high levels of satisfaction. These are typified by the parent who wrote, 'We are absolutely thrilled at the level of care, teaching and the sheer happiness and well-being of the children at this school.' There are many factors which lead parents to rightly assess the school as being excellent. Underpinning them is the outstanding leadership and management of the headteacher. She is much admired by pupils, staff and governors. Her deep commitment to ensuring that each pupil gains maximum benefit from their time at the school ensures that there is a continuing focus on seeking further improvement and for the school never to rest on its laurels. Targets are always challenging and invariably met. The headteacher has fostered a very strong team spirit amongst all the staff. Everyone's contributions are valued and all the adults genuinely care for each other. The resulting nurturing environment is another factor which enables pupils to gain such positive benefits from their schooling.

The school has excellent systems to check both its provision and pupils' progress. This involves all staff, including teaching assistants as well as governors. The resulting high quality improvement plans are monitored and evaluated well and all staff with responsibilities play an important role in ensuring that priorities are met on time. Staff take these responsibilities very seriously and provide excellent leadership in their areas of responsibility. Teachers give close attention to ensuring that all groups of pupils achieve outstandingly well. For example, a careful analysis of work led to the view that progress could be accelerated for the most able pupils in writing. Purposeful and effective action was taken to boost performance. This included more careful monitoring of pupils' work, ensuring that work set was closely matched to pupils' needs and interests, and was highly challenging. More opportunities were built in to teachers' planning for extended writing and liaison with parents was strengthened. The impact of these improvements is positive. The proportion of pupils attaining the higher levels in writing has increased. Such improvements, when linked to the school's strong track record for improving results, demonstrate an outstanding capacity for further improvement.

Results in national tests in reading, writing and mathematics are exceptionally high. This marks outstanding progress because children enter the school with skills and abilities similar to those typically found. Current Year 2 pupils are on course to attain similarly exceptional standards.

The school's evaluation of teaching and learning is modest. Because senior staff feel that there is room for more improvement, they evaluated this provision as good. However, it is excellent. Teaching is always good, and frequently outstanding. Staff manage the pupils very well, and they have high expectations of pupils' work and behaviour. Relationships are very positive. Lesson planning is effective and activities are interesting and exciting. Classrooms are characterised by a calm and purposeful atmosphere in which pupils flourish. Pupils say that lessons are exciting. 'It's very busy every day in our class and it is really good because there is always something extra to do', suggested one pupil. Pupils develop into active and thoughtful learners who, as well as developing high levels of literacy and numeracy, also have very positive social skills. This results in pupils who are exceptionally well-prepared for the next stage in

their education. However, there is a weakness in the school's provision. Although the curriculum is of good quality overall, and teachers' planning links subjects together exceptionally well to give purpose and meaning to learning, the school recognises that there is a shortage of computer resources particularly for pupils in Year 2. Although pupils' skills in information and communication technology (ICT) are above average, there is insufficient opportunity for them to apply these skills, and use ICT as a learning tool, consistently in lessons.

There are excellent systems in place to support and guide pupils' academic development. Careful tracking of progress ensures that any vulnerable pupils, including those with moderate learning difficulties, are identified early and excellent programmes of support are quickly put into place. In addition, excellent attention is given to protecting the pupils' safety and well being and all current regulations for safeguarding pupils are met. Pupils say that they feel very safe in school.

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Behaviour in lessons and around the school is excellent. As one pupil stated, 'We all love school. I hate Saturdays because we can't come.' The highly positive attitudes are nurtured because all adults listen carefully to pupils and respond well to their wishes. For example, there is a very good and well-founded reward system. Staff enable pupils to determine rewards. As a result, there have been school sleepovers, lunchtime discos and class picnics. All these factors help pupils to feel part of the school community and it also engenders their acute sense of personal responsibility. Pupils thoroughly enjoy the daily morning 'Wake and Shake' aerobics session and realise that this makes a helpful contribution to their healthy lifestyle.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Most children attend the pre-school which is housed in the school prior to entering the Reception class. This enables them to benefit from a seamless and effective transition into school. On entry, children's skills are similar to those generally found. Because there is excellent teaching and carefully planned activities that result from close assessments of children's developing skills, children make excellent progress in the teacher-directed activities. Although the class teacher ensures that there is a good balance between activities directed by herself and those that the children choose for themselves, the lack of effective outdoor cover limits opportunities for outdoor learning during inclement weather. However, almost all attain the expected goals for children entering Year 1 and many exceed them.

## **What the school should do to improve further**

- Extend the ICT resources to enable pupils to have regular and consistent access in the classrooms.
- Provide suitable shelter outside the Reception classroom so that it can be used throughout the year.



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## **Text from letter to pupils explaining the findings of the inspection**

17 June 2008

Dear Pupils

Inspection of Ripley CofE Infant School, Woking, GU23 6ED

I really enjoyed visiting your school. You were all extremely polite and keen to talk to me about your work and your school. Thank you for being so friendly.

Yours is an excellent school in almost all ways. Your headteacher, governors and all the staff are an excellent team and work really hard for your benefit. There are many outstanding things about your school. You make excellent progress, and you told me that your lessons are really exciting. I agree because your teachers make sure that they give you interesting things to do. You love learning and you should be really proud of the way that you behave. You told me that your school is special because you feel safe and happy and you make sure that everyone else feels the same. I agree. You feel safe because the adults take really good care of you and look after you very well.

I have asked Mrs Walker and the governors to do two things to make the school even better. First, I have asked that more chances are given for you to make use of computers in lessons, particularly those of you that are in Year 2 and have to go to the main building to use the computers. Secondly, I have asked that some shelter can be provided outside the Reception class. This will then mean that the children in red class will be able to play outside when it is either wet or the sun is hot. The teachers already have some good plans about how this will be done.

Thank you once again for being so helpful to me.

With very best wishes for your future.

Yours sincerely

Keith Sadler

Lead Inspector