

Ripponden Junior and Infant School

Inspection report

Unique Reference Number	107514
Local Authority	Calderdale
Inspection number	331425
Inspection dates	26–27 November 2008
Reporting inspector	Clive Moss HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	216
Government funded early education provision for children aged 3 to the end of the EYFS	0
Appropriate authority	The governing body
Chair	Mr Robert Holt
Headteacher	Mr David Brier
Date of previous school inspection	July 2006
School address	Halifax Road Ripponden Sowerby Bridge West Yorkshire HX6 4AH
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Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector. The inspectors visited ten lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupils' work, records and information about pupils including data on their academic progress, monitoring records and reports on the progress of the school, and school policies, plans and pupil and parental surveys, as well as 61 parental questionnaires and 25 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- work to develop writing and mathematics
- support for vulnerable pupils
- the use and evaluation of assessment information
- the monitoring of teaching and learning.

Information about the school

The school serves a relatively affluent area and the number of pupils has increased since the last inspection in 2006. The pupil population of the school is stable, with a lower than average proportion entering or leaving other than at the usual times. The school makes provision for the Early Years and Foundation Stage (EYFS) in its Reception class. There is a privately managed before and after school care club. The school has achieved the Activemark Award and was successfully re-assessed for this award in 2007.

Further information about the school

	School's figures	School's figures compared with other schools
School size	216	Average
Free school meals	3.8%	Below average
Proportions of pupils with learning difficulties and/or disabilities	18.4%	Average
Proportion of pupils from minority ethnic groups	2.7%	Below average
Proportion of pupils who speak English as an additional language	0%	Below average
Proportion of pupils with a statement of special educational needs	2.4%	Above average

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

Ripponden Junior and Infant is a good school. It has some outstanding features, such as in the EYFS where children make an excellent start. Good progress is maintained through the school as a result of an extensive and varied curriculum and meticulous work to ensure individuals' receive high quality support, care and guidance appropriate to their needs. As a result, they regularly reach high standards by the end of Key Stage 2. The school has successfully tackled the areas for improvement at the last inspection. Pupils enjoy their learning greatly, but lessons do not consistently provide all of them with sufficient challenge and they say they find some of the work easy.

What does the school need to do to improve further?

- Ensure sufficient challenge in lessons for all pupils by developing approaches to teaching that reflect more consistently the best practice at the school, in particular by engaging pupils more in evaluating their own learning and that of other pupils.
- Ensure that lessons provide sufficient challenge for all pupils by:
 - sharing the best teaching practice so that it is more consistent throughout the school
 - developing approaches that encourage pupils to evaluate their own learning and that of other pupils

How well does the school meet the needs of individuals and different groups of pupils?

1

Pupils enjoy their learning greatly. This is shown in their response to lessons, their comments on the curriculum and other opportunities, and in the results of surveys carried out by the school. They make good progress and reach high standards. Pupils with learning difficulties and/or disabilities make good progress given their starting

points. The curriculum includes many well planned opportunities for pupils to learn about keeping safe and being healthy. These have a significant impact on pupils' knowledge and understanding about keeping safe and being healthy. A very high proportion of pupils feel safe. They say there is almost no bullying and they are confident that instances are dealt with very effectively. The pupils are very cheerful, extremely polite and helpful to each other and are keen to take on both small, routine tasks that contribute much to the smooth running of the school, such as holding doors open to ease movement around the cramped building or ensuring water bottles are cleaned, and major responsibilities such as acting as Play Leaders. The behaviour of the pupils during the inspection was excellent. Instances of misbehaviour have reduced significantly since the last inspection and are now rare, as a result of action taken by the school that has improved pupils' social skills. Exclusions from school are extremely low and attendance is well above average.

These are the grades for pupils' outcomes

How well do pupils achieve and enjoy their learning?	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
Pupils' attainment ¹	1
To what extent do pupils feel safe?	1
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	1
Pupils' attendance and punctuality	1
What is the extent of pupils' spiritual, moral, social and cultural development?	1

The quality of the school's work

The quality of teaching is good. Teachers use detailed assessment information well to plan interesting lessons and set clear targets for pupils' learning. The marking of pupils' work provides them with clear guidance on how to improve. The school has improved the quality of pupils' writing and mathematical skills by developing whole-school approaches to these areas. This has resulted, in particular, in increasing the motivation of boys and consequently the quality of their writing. The curriculum provides pupils with a rich variety of opportunities for learning, which they value highly. It is particularly successful in combining subjects to make the learning more relevant and meaningful for pupils. Enrichment and extra-curricular activities also provide a coherent experience for pupils and the school ensures all pupils can take part in full, including those with learning difficulties and/or disabilities. Careful use of

¹ Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

assessment data along with other information about pupils ensures that the school identifies those who would benefit from additional support at the earliest opportunity. These pupils are provided with well constructed programmes of support, involving outside agencies when appropriate, that enable them to make good progress and become fully integrated into the school.

These are the grades for the quality of provision

High quality teaching and purposeful learning	2
Effective assessment and academic guidance	2
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	1
Support, guidance and care	1

How effective are leadership and management?

The school makes good use of detailed data about the progress and attainment of pupils to monitor and evaluate the quality of teaching. Senior leaders analyse the information carefully and provide teachers with focussed guidance on how to improve aspects of teaching and learning. Governors have a good knowledge of what goes on in school and use this effectively to support the school's monitoring and evaluation of its work and promote improvement. They are influential in ensuring challenging targets are set and important resources are available, such as teaching assistants. The partnership between the governors and the staff at the school ensures that high expectations are sustained and this is reflected in the continued high attainment of the pupils. The school has excellent knowledge of the views of parents through detailed surveys and governors ensure these views inform decision making. Parents are provided with and take advantage of many opportunities to be involved in their children's education, for example, through reviews of the progress of pupils receiving additional support and homework tasks to support pupils' learning about staying safe and being healthy. Policies and procedures for safeguarding are in place, documentation is being updated to meet current requirements in full, and staff have a clear understanding of the processes. The required policies and action plans for equalities are in place.

These are the grades for leadership and management

Monitoring, evaluating and planning for improvement to outcomes for pupils	2
Promoting equality of opportunity and tackling discrimination	2
Ensuring that safeguarding procedures are effective	2
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	2
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	1
Developing partnerships with other providers, organisations and services	2

Ensuring the school contributes to community cohesion	2
Deploying resources to achieve value for money	1

Early Years Foundation Stage

Children achieve well in the EYFS because of thorough monitoring and evaluation of their progress. The school works very well with parents and other early years providers to ensure it has good information about the children when they begin the Reception class. Detailed information about the levels reached by the children is used effectively to design carefully constructed programmes for each individual child and reviewed regularly to ensure full coverage of all areas of learning. This is supported by a well resourced and carefully laid out classroom that reflects the areas of learning and provides good access to a suitable outdoor area. Staff demonstrate high levels of care for pupils and pay close attention to their physical and emotional wellbeing. Children feel safe and enjoy being at the school every bit as much as their older peers. They play a full part in the School Council. Children's progress is monitored closely and the school's data show that, as a result, they make good progress. Their progress is evaluated in detail each week, based on a thorough assessment of learning in the previous week. This helps to ensure the children are well motivated learners. They develop strong social skills and are able to work together very effectively. Close work between staff in the EYFS and Key Stage 1 ensures that the good progress made by the children continues.

How effective is the provision in meeting the needs of children in the EYFS?*	1
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?*	2
How effectively is the welfare of the children in the EYFS promoted?*	1
How effectively is the provision in the EYFS led and managed?*	1

* Common judgements made across all inspections of the EYFS

Views of parents and carers

63 parents submitted questionnaires as part of the inspection. The great majority were supportive of the school. 21 parents provided written comments with several praising the work of the staff and their responsiveness to parental concerns. The concern raised most frequently, by a small minority of parents who held otherwise very positive views of the school, related to the cramped accommodation in relation to class sizes in this increasingly popular school.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2006-7, 14% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2006-7, 46% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing for its pupils suitably. In 2006-7, 34% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2006-7, 6% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



28 November 2008

Dear Pupils

Inspection of Ripponden Junior & Infant School, Ripponden, HX6 4AH

Thank you for talking to me and my colleague and making us welcome when we inspected your school recently. We spoke with you in lessons, around the school and in groups, looked at your work, read the results of questionnaires filled in by your parents/carers and spoke with some of your teachers. Here is a summary of our main findings, which I hope will be of interest to you.

- Ripponden Junior & Infant is a good school. It is very popular with both you and your parents.
- You enjoy being at school, particularly the many and varied activities that take place.
- You feel safe and are confident that the teachers care about you a lot. They do!
- You find lessons interesting, but think sometimes that the work you are given is easy.
- You make good progress and do very well in your tests. Your behaviour and attendance are excellent. You are very polite and considerate young people.
- The school is led and managed well by the adults in charge of the school.
- The headteacher, the staff and the governors at the school show considerable care and attention to detail in meeting all of your needs. I want them to make sure that all of you get lessons more often that you find not only interesting, but challenging as well.

Many of you already make an excellent contribution to the school and I am sure you will want to do everything you can to support the staff in making Ripponden Junior & Infant even better.

Clive Moss
Her Majesty's Inspector

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