

# 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>	340729
<b>Inspection dates</b>	26–27 May 2010
<b>Reporting inspector</b>	Peter McGregor

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>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	123
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Christopher Elson
<b>Headteacher</b>	Mrs M Walker
<b>Date of previous school inspection</b>	5 June 2008
<b>School address</b>	Wentworth Close Woking GU23 6ED
<b>Telephone number</b>	01483 225307
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<b>Email address</b>	info@ripley.surrey.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. Inspectors visited 11 lessons taught by five teachers and held meetings with the chair of governors, staff, groups of pupils and groups of parents and carers. They observed the school's work, and looked at key policies, arrangements for safeguarding, self-evaluation documents and the school's assessment data. The team analysed questionnaires from 47 parents and carers.

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

- the school's tracking of pupils' progress and how well it is used to target intervention and promote high standards
- the quality of teaching and learning, particularly for higher-attaining pupils
- the effectiveness with which the school is adapting its practices as it expands from an infant school to become a full-age-range primary school
- the extent to which curriculum time is balanced across subjects.

## Information about the school

Ripley is smaller than average for a primary school. After many years as an infant school, it started the transition back to the full primary age range in September 2008 and currently has Year 4 as its oldest group of pupils. The proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion with a statement of special educational needs. The special educational needs are mainly in the areas of dyslexia, speech, language and communication, severe learning and behavioural, emotional and social difficulties. The proportions of pupils from ethnic minority backgrounds, those known to be eligible for free school meals, and those for whom English is an additional language are also below average. The school is part of a self-elected confederation of 19 schools in the Guildford area. Within the school is a facility run by a voluntary management committee. This includes a pre-school setting for 40 children, a breakfast club and care for school pupils after school and during staff training days and holidays.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****3****The school's capacity for sustained improvement****3**

## Main findings

Much is changing at Ripley as it expands to take junior-age pupils. Senior leaders and governors have spent a large amount of time and energy on developing the school, particularly the accommodation, to meet the needs of an increasing number of pupils. This has resulted in less focus on the quality of teaching and learning, assessment and the curriculum. Pupils' attainment and the quality of education provided are not as good as at the time of the last inspection. Attendance is above average, pupils behave well, are happy at school, and are safe and healthy. The school has a strong sense of community and most parents and carers are pleased with the calm, Christian, family approach. Pupils' spiritual, moral, social, and cultural development is good.

Children make good progress in the Early Years Foundation Stage, from starting points that are slightly below typical age-related expectations. They make satisfactory progress overall as they move through the school. By the age of seven, pupils' attainment is average. Standards in mathematics have been higher than in English, but a focus on writing has resulted in improvement this year. Pupils with special educational needs and/or disabilities make good progress. However, for other groups of pupils, assessment information is not always used rigorously enough to track progress so that intervention can be swiftly targeted where it is most needed. Achievement is satisfactory.

The quality of teaching is satisfactory. Although some is outstanding, too often teachers underestimate what pupils can do, particularly the higher-attainers, and set unchallenging tasks. All required subjects are taught, with a good range of visits and visitors, related to what is being taught. The time spent on subjects in different years varies and no check is made to ensure that the balance is appropriate. This impacts on the rate at which pupils develop skills and knowledge. Pupils have the opportunity to use laptop computers to support their learning; the quality of information and communication technology (ICT) provision is better than at the time of the last inspection.

A strong, cohesive school community has been generated, where pupils of all backgrounds get on well together. The pupils appreciate and value the similarities and differences between people around the world. Senior staff work closely with other schools in the local confederation and the pupils benefit from this. Communication amongst the staff team is not always effective in establishing common practice. Self-evaluation is accurate and the headteacher and her staff are committed to improving standards. They are aware that rigorous monitoring is needed to improve the consistent application of school systems and raise pupils' attainment. Governors are aware of the situation and actions are already in hand to ensure improvements take place. The school has satisfactory capacity to improve.

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

- Raise the effectiveness of teaching and pupils' learning, by ensuring that work is always sufficiently challenging to meet pupils' varying needs, particularly for higher-attainers.
- Improve curriculum leadership, so that planning for the next academic year shows an appropriate balance of time for subjects in all years, enabling pupils to make effective progress in all their subjects.
- Use assessment information rigorously to track pupils' progress as they move through the school, so that intervention can be swiftly targeted where it is most needed to raise attainment.

## Outcomes for individuals and groups of pupils

**3**

Pupils behave well, usually very well, in lessons, listening keenly and politely. They want to do their best and persevere with their studies. Pupils speak well and confidently. A greater focus on writing, particularly on its accuracy and relevance to boys' interests, is having a positive impact on progress. Pupils enjoy number work and find it interesting; this is reflected in their attainment in mathematics, which is higher than in English. The few pupils with special educational needs and/or disabilities achieve well as a result of the good support they receive. Although pupils' enjoyment of learning is clearly a strength, progress is no better than satisfactory and attainment is average because work is sometimes too easy. Attainment at Ripley has been significantly above average in the past, so staff are aware that their expectations need to be raised.

Behaviour in the playground is lively and yet considerate. Pupils engage wholeheartedly in the wide range of physical activity available, from 'shake and wake' each morning for all staff and pupils together in the hall, to swimming and physical education lessons. Good school lunches, eaten by a majority of pupils, contribute further to their healthy lifestyles. Pupils know they have adults they can turn to for help if needed and rare instances of bullying are dealt with quickly and effectively. Pupils collect substantial sums of money for local and national charities and involve themselves in the village through activities such as the annual Saturday litter-picking and the Easter Bonnet parade. The school council is less effective than it could be because meetings are infrequent, giving pupils limited opportunities to voice their views and contribute to school development.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Enjoyable lessons where relationships are good reflect the characteristics of teaching at Ripley. Teachers' questioning is often helpful. Teachers ask pupils to talk together in pairs, to test and extend their understanding of ideas, and data projectors are used effectively to make learning intentions clear for sessions. Pupils spend too long on the carpet, however, waiting patiently before they can engage in their own learning, and expectations of the amount and standard of work that should be completed in the available time are sometimes too low. Each class has a tracking system to identify and record pupils' progress, but there is not yet a consistent approach throughout the school. The time available for teaching and learning science is too short in some classes, which restricts the progress made. Other subjects also have restricted time in some year groups and the short session after break and before lunch is not always used effectively. Themed work, such as the current study of the soccer World Cup, provides helpful breadth and motivation, as do residential and day visits, to a mosque and the British Museum, for example. Pupils recall with interest visitors like those from the Fire Authority and theatre groups. The school provides a high degree of pastoral care for each pupil, a strength of the school appreciated by parents and carers. One stated, 'The caring ethos is due to strong leadership in this area.' Those with the greatest needs are known well by support staff, who respond to them quickly and effectively. Family support workers, employed through the confederation of schools, make a valuable contribution to the care of pupils needing additional support. Preparation for transfer to the next class is satisfactory, though weaknesses in lines of communication between staff do not always result in continuity of practice.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

Weaknesses in responding to issues identified through evaluation, as the school has increased in size, have resulted in unhelpful inconsistencies in the quality of provision. The ambitions of the governors, headteacher and the staff are clear and appropriate but they are not embedded in the work of the school. Governors know the school well but are aware that they have not held senior leaders sufficiently to account for what is currently taking place, as they strive to secure the development of the new school structure.

The school promotes a good understanding of cultural diversity and the importance of community cohesion through, for example, pupils exchanging letters with those in a school in India and involvement in many local community events. Any form of discrimination is not tolerated. Equality of opportunity is an important tenet of school life as the staff respond to the school motto, 'We educate not for school but for life.' Safeguarding procedures are satisfactory and have been recently improved to ensure the health, safety and well-being of all pupils. Partnerships with confederation schools and specialist agencies that support pupils are good and are of benefit to all concerned. Not all parents and carers find home-school communication as effective as they feel it should be, although weekly newsletters are informative and helpful.

The school's substantial financial balance of funds is all earmarked for the growing number of pupils at Ripley as it extends into Years 5 and 6 in the coming two years. The school provides satisfactory value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>

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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

Most of the parents and carers who completed a questionnaire are very pleased with the quality of education provided, particularly the enjoyment of their children and the effectiveness of the teaching. They appreciate how the school keeps pupils safe, and enables them to make progress and develop a healthy lifestyle. A small minority expressed negative views about transitions between year groups, how the school takes account of their suggestions and concerns, and unacceptable behaviour. The inspection team supports many of the parents' views, both positive and negative, although the quality of teaching and pupils' progress were found to be satisfactory and inspectors judged behaviour to be good.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ripley C of E Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 123 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	66	14	30	0	0	1	2
The school keeps my child safe	28	60	16	34	3	6	0	0
The school informs me about my child's progress	17	36	26	55	3	6	0	0
My child is making enough progress at this school	20	43	23	49	3	6	1	2
The teaching is good at this school	24	51	21	45	2	4	0	0
The school helps me to support my child's learning	20	43	20	43	6	13	1	2
The school helps my child to have a healthy lifestyle	25	53	17	36	4	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	26	24	51	5	11	3	6
The school meets my child's particular needs	20	43	19	40	7	15	1	2
The school deals effectively with unacceptable behaviour	17	36	20	43	5	11	4	9
The school takes account of my suggestions and concerns	14	30	20	43	10	21	3	6
The school is led and managed effectively	13	28	26	55	6	13	2	4
Overall, I am happy with my child's experience at this school	20	43	21	45	4	9	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 May 2010

Dear Pupils

Inspection of Ripley C of E Primary School, Woking GU23 6ED

Thank you all very much for welcoming us when we visited your school recently. We found the school to be satisfactory. We were pleased to hear how safe and well cared for you feel, and how much you enjoy coming to school. Your attendance is good and you behave very well. You are learning to live healthily with lots of physical activity and good food at lunchtime. We particularly enjoyed the 'wake and shake' session you take part in each morning. Just like you and your parents and carers, we like the calm atmosphere and the family feel to the school.

Teaching is satisfactory and you make satisfactory progress. Those of you in the youngest class and those with special educational needs and/or disabilities are provided with good support, and so you do well. You get on with your teachers very well. We think it would be a good idea if some work was more demanding so you have to work a little harder, particularly those of you who can finish work quickly and accurately. We have also suggested that the school looks closely at the amount of time you spend on each subject so you can do well in all of them. One other thing we have asked the school to look at is the way it checks how well you are getting on so help can be provided where it is needed.

Thank you again for your help and we hope you will play your part by trying a bit harder to do the best work you can.

Yours sincerely

Peter McGregor

Lead inspector (on behalf of the inspection team)

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