

Inspection of Ripley Endowed Church of England School

Main Street, Ripley, Ripley Endowed Church of England School, Harrogate, North Yorkshire HG3 3AY

Inspection dates: 9 and 10 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Inadequate

What is it like to attend this school?

The warm welcome provided by leaders and staff each morning helps pupils to feel positive and ready for the day ahead. Parents and carers appreciate how approachable leaders and staff are. One parent said that the new leadership's 'unbelievable enthusiasm has spread amongst teachers, pupils and parents'.

Pupils feel safe and happy at this welcoming school. They are proud to live up to the school's ethos. This can be seen represented in 'The Ripley Star' around school. Both the moral values of friendship and respect are visible throughout the school. Records show that bullying is extremely rare. However, pupils know that if anything were to happen, then adults would deal with it swiftly and effectively.

Leaders are relentless in their drive to support pupils to achieve their best. They have identified ambitious outcomes for pupils to achieve and are working to embed these in all subjects across the school. This work is not yet complete. Pupils are eager to impress their teachers. They act with determination to complete their work to the very best of their ability.

Pupils have many varied opportunities to discover the world outside of their beautiful village. These opportunities contribute well to preparing pupils to be active citizens of the future.

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

Leaders have designed a curriculum which broadens pupils' horizons. They understand the needs of pupils in this close community and take every opportunity to widen their experiences. Within the curriculum, leaders have been clear on the important knowledge and skills they expect pupils to know and remember, and by when. Leaders have prioritised the delivery of a high-quality curriculum. Teachers receive regular, well-considered training to help them in delivering their curriculum well. Leaders have recently introduced a new marking and feedback strategy. This has been welcomed by teachers and pupils alike.

The school teaches pupils in mixed-age classes. In mathematics and personal, social and health education (PSHE), teachers are skilled at ensuring these lessons are tailored for pupils in all year groups. However, there is inconsistency in how effectively teachers implement the curriculum in some subjects.

Reading is prioritised from the early years. Leaders have ensured a strong reading culture at the school. They are determined that pupils develop a love of books. Children follow a relatively newly adopted phonics programme from the start of the Reception Year. All staff deliver this effectively. Pupils read books which match the sounds that they know. This helps them to develop their phonics knowledge and become confident readers. Teachers swiftly identify pupils who have fallen behind. They provide appropriate support to help these pupils to catch up.

Pupils say that they enjoy mathematics. Leaders have set out the order in which pupils learn new knowledge. Pupils gradually build their understanding and skills over time. Pupils have regular opportunities to revisit their learning. Retrieval practice is a frequent feature in mathematics lessons.

Children in the early years are well cared for. Their eagerness for learning shines. The staff ensure that the learning environment is engaging. The curriculum supports children's development well. This prepares children well for new learning in key stage 1 and 2.

Leaders have introduced a new system, which aids teachers to support pupils with special educational needs and/or disabilities (SEND) well. Leaders are actively engaged in specialist SEND research and training. They ensure that all staff are provided with a rich and appropriate programme of training. This training helps teachers to assist these pupils effectively. Pupils with SEND achieve well, they are completely included in the life of this most inclusive school.

Pupils enjoy their lessons. They pay close attention to adults. There is little or no disruption, which means pupils are able to concentrate well.

Pupils' personal development is wide ranging and responsive to pupils lived experiences. For example, leaders ensure that road safety is a priority given the school's location in the village. However, leaders have not yet considered the most important knowledge that pupils should know and remember from this curriculum. The school gives pupils a rich set of experience outside of the classroom. Leaders track pupils' access to extra-curricular opportunities and address any barriers that may prevent pupils accessing the wide range of opportunities available.

The interim executive board, which includes representation from the local authority and the diocese of Leeds, brings a rich array of expertise and experience to the school's leadership. Board members' challenge and support, during a period of significant change, has been instrumental in the strengthening of the school.

Leaders communicate and engage well in the community. Parents hold the school in high regard. Teachers, including those at the early stage of their careers, value the support and development opportunities they receive. Staff appreciate that school leaders are mindful of their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular training, so that they remain alert to the signs that might indicate that a pupil is at risk of harm. Staff follow clear procedures to report any concerns, and these are followed up promptly by leaders. The safeguarding team works well with outside agencies to access support for vulnerable pupils and their families.

Pupils learn about how to keep themselves safe when online and in the community. For example, they learn about how to avoid risks near water and how to be a safe pedestrian. Pupils recognise some of the features of healthy relationships, such as consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have identified ambitious end points for pupils to achieve. It is intended that these enable pupils in mixed-age classes to access the most important knowledge and concepts that they need to know and remember. Their use is not yet well embedded in all classes. Learning does not always build pupils' knowledge well over time.
- Leaders have not yet identified the important knowledge within the PSHE curriculum to revisit. As a result, some pupils knowledge of important aspects of personal development diminishes over time. Leaders should consider the most important knowledge they wish pupils to know and remember from this curriculum, so that the development of pupils' character is exemplary.

How can I feed back my views?

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

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

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121580
Local authority	North Yorkshire
Inspection number	10281488
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	33
Appropriate authority	Interim executive board
Chair	Robert Ling
Interim Co-Executive Headteacher	Victoria Kirkman and Rebecca Foy
Website	www.ripleyendowedprimary.org.uk
Date of previous inspection	8 November 2022, under section 8 of the Education Act 2005

Information about this school

- Ripley Endowed Church of England School federated with The Federation of Beckwithshaw and Kettleasing Felliscliffe Primary Schools in 2019.
- The school was judged to be good at its most recent inspection of denominational education and the content of the school's collective worship under section 48 of the Education Act 2005. The school's most recent section 48 inspection took place on 5 October 2016. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next section 48 inspection will be within eight years of the previous section 48 inspection.
- The school does not use alternative provision for its pupils.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 13(4) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- The inspectors carried out deep dives in early reading, mathematics and history. For each deep dive inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the interim executive headteacher, co-interim executive headteacher, subject leaders and other members of staff. The lead inspector met with those responsible for governance, including the chair of the executive interim board. Inspectors spoke to a representative from the Diocese of Leeds and remotely with a representative from the local authority.
- Inspectors observed pupils' behaviour both in lessons and at breaktimes and lunchtimes. They gathered pupils' views from both formal and informal discussions.
- Inspectors scrutinised a range of documentation, including the school's self-evaluation and improvement plan.
- Inspectors checked the school's single central record, met with the school's designated safeguarding leader, and reviewed safeguarding information.
- Inspectors took account of the responses to Ofsted's parent survey, Parent View. The inspectors also took account of the responses to Ofsted's staff survey.

Inspection team

Marcus Newby, lead inspector

His Majesty's Inspector

Graham Findlay

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023