

National Society Statutory Inspection of Anglican Schools Report

Ripley Church of England Endowed Voluntary Controlled Primary School

Ripley,
Harrogate
North Yorkshire
HG3 3AY

Diocese: Ripon and Leeds

Local authority: North Yorkshire
Dates of inspection: 10th October 2006
Date of last inspection: 10th October 2002
School's unique reference number: 121580
Headteacher: Mrs Joyce Tinkler
Inspector's name and number: Brenda Clarke 263

School context

Ripley C of E Primary School is a small rural school (NOR 89), serving the village of Ripley and surrounding areas. Most pupils live outside the catchment area. The school was established in 1702. It is now housed in a nineteenth century building which has been extended into the teacher's house to provide additional teaching space. There is no school hall, but the school uses the adjacent Town Hall for physical education lessons and school meals.

The distinctiveness and effectiveness of Ripley C of E Primary School as a Church of England school are good with outstanding features.

In this school every child matters and all stake holders work as a cohesive team to provide a strong Christian ethos that underpins the life of the school.

Established strengths

- The support and nurture of each child which enables children to achieve well and develop as confident, caring individuals.
- The quality of relationships in all aspects of school life.
- The energy and commitment of staff and governors to develop and enhance provision for Collective Worship.
- The supportive, enthusiastic links developed between the school, the church and local community.

Focus for development

- To develop systematic evaluation of daily acts of Collective Worship.
- To plan opportunities for children to learn about, and with, children of other faiths and cultures.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school makes excellent provision for the needs of all learners. Every child really does matter in this school. Children say they feel special, safe and well cared for, and that staff are always fair and helpful. New entrants say they are made to feel very welcome and so settle quickly. Children enjoy school; as one said, "It's fun!" Most become confident, articulate learners. Due to the school's wide reaching support for others, children respond to an impressive number of deserving causes, developing real empathy for others less fortunate. They have a clear understanding of right and wrong, resulting in an orderly, cohesive school community. Relationships at all levels are outstanding, developing a tangible team spirit.

Hence children feel well supported and confident to approach adults with problems. Attractive displays around the school re-enforce Christian values, also giving real esteem to children's work. The school provides exceptionally well for the spiritual, moral and social development of pupils. Older children support those who are younger through friendship partners and Buddy systems. Pupils develop spiritual awareness in many ways, for example, celebrating their successes, or perhaps praying for each other when older children are on a residential visit. Pupils develop a good understanding about their own culture and make very good links with the local community. The head teacher has highlighted the need for children to develop a more proactive awareness and clearer understanding of others' beliefs and practices.

The impact of collective worship on the school community is good with outstanding features

Because there is no school hall, much energy is put into ensuring that children worship daily as a school community. This demonstrates the vital importance that worship plays in the life of the school. Thoughtful timetabling has reduced the impact of rearranging the Class 4 base resulting in less disruption. Children enjoy Collective Worship and say they would not change anything! They like the stories, worship candles and visits by the priest and other church members. In the Collective worship observed, there was a real sense of family, enabling all to feel supported. Children experienced awe and wonder as they observed a small oak sapling and reflected on their individual talents. Pupils' understanding of the Anglican faith is developed well through the use of a small altar with ecumenical cloth and candles, well rehearsed responses, splendid singing and thoughtful prayers. They have good opportunities to visit All Saints Church for a variety of services and gain an added dimension by sometimes worshipping outdoors. The newly formed worship group is an exciting initiative involving school and church members in planning a more unified approach. This also enables leaders to evaluate current practice and to share knowledge and expertise, broadening provision for pupils. Collective Worship is well planned and sometimes monitored by parents and governors. To inform future practice, the school is in the process of developing procedures to systematically evaluate provision.

The effectiveness of the leadership and management of the school as a church school is good with outstanding features

The church community and foundation governors support the headteacher very effectively and all invest much energy to promote a distinctive Christian ethos. The newly formed worship group is becoming instrumental in moving the school forwards, developing new initiatives that broaden the scope of provision. The worship co-ordinator works hard to uphold the quality of provision and to support others as they lead Collective Worship. She has undertaken relevant training and used this to enthusiastically motivate others. A rolling timetable enables governors to monitor subject provision and the overall ethos of Collective Worship. Strong links are developing with the church community building on earlier good practice. The views of parents and children are sought and acted upon. Children are meaningfully involved in community initiatives such as the *Lent Lunch*, placing the school at the heart of the community.