



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ripley Endowed Church of England Voluntary Controlled Primary School	Main Street, Ripley, Harrogate HG3 3AY
Current SIAMS inspection grade	Good
Diocese/Methodist District	West Yorkshire and Dales
Previous SIAMS inspection grade:	Good
Local authority/date of academy conversion	North Yorkshire
Name of multi-academy trust/ federation	Informal collaboration with Burnt Yates Primary School
Date/s of inspection	5 October 2016
Date of last inspection	19 September 2011
School's unique reference number	121580
Headteacher	Cath Wilson
Inspector's name and number	Pauline Hilling-Smith 641

School context

There are currently 85 pupils on roll at this school.

The proportion of disadvantaged pupils known to be eligible for support through the pupil premium is well below average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.

Almost all pupils are White British. Very few pupils speak English as an additional language.

The proportion of disabled pupils and those who have special educational needs is below average but increasing.

The headteacher was appointed in September 2012.

School entered into an informal collaboration with another local primary school in January 2015. The headteacher spends three days each week at this school. The local church is a short distance from the school.

The distinctiveness and effectiveness of Ripley Endowed Church of England Voluntary Controlled Primary School as a Church of England school are good

- Christian values underpin all aspects of the life of the school ensuring that strong relationships and mutual respect underpin the love for learning which characterises the school.
- School self-evaluation is very accurate and robust plans are put in place address any areas identified for improvement. As a result, the quality of teaching and learning has rapidly improved in mathematics. Most pupils make good progress.
- Strong partnership with families, the community and the local church have a significant impact on pupils' wellbeing.

Areas to improve

- Audit the provision of library books to ensure that there are sufficient books with a specifically Christian content to support and develop the teaching of Christianity within RE and to underpin and inform the ethos and thinking of the church school.
- Extend the monitoring of collective worship by the governing body to include the monitoring of class worship.
- Ensure opportunities for staff development of leadership in church schools.

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

The school's distinctive Christian character is clearly evident in all areas and aspects of school life. In 2016 pupils reached above average standards in English and mathematics. The school had a clear focus on improving the quality of teaching and learning in mathematics in Key Stage 2 last year and results in 2016 are much improved. A new library is being established and there is an awareness that books need to reflect the Church school context. All pupils make good or better progress in personal development. They learn how to care for everyone, in the local and wider community regardless of age or need. Parents appreciate the impact that the teaching of Christian values of forgiveness and humility have upon the relationships they observe and experience between all members of the school community. As a result, pupils develop a love for learning and take great pride in the presentation of their work in this supportive and welcoming environment. Pupils are highly motivated to help the disadvantaged in the wider and global community and often suggest and lead initiatives themselves. The well-organised and creative RE curriculum makes a good contribution to the Christian character of the school. The Christian values are displayed clearly in the school and captured in the school prayer. Most pupils know and understand the Christian foundation of these and their significance in maintaining the harmonious community. There is a deeply embedded atmosphere of friendship and spiritual well-being of staff, pupils and their families. The staff know their pupils and their families well; they ensure that all pupils are included in all aspects of the school's provision. Pupils say they feel very secure and safe consequently they are happy and confident to express their views. Every individual is encouraged to think deeply and always feels that their opinion is valued. Learning about Christianity and other religions through link schools in Bradford and Kenya equips pupils with a greater understanding of the diversity of the human race and teaches them to accept each other's differences.

The impact of collective worship on the school community is outstanding

Collective worship is a strength of the school. It is inspirational and all pupils and staff always participate fully. Pupils acknowledge the time of worship as being an opportunity to think about, experience and understand God as Father, Son and Holy Spirit. Pupils place great value on collective worship and talk about the impact it has upon them and the school. Pupils have many opportunities, including through the worship committee, to be involved in planning and delivering worship in school and in church. The vicar is fully and regularly involved in delivering collective worship and offers the opportunity for prayer with parents on a weekly basis. Foundation governors contribute well to the monitoring of full school worship, but are not, however, as well informed about class worship. Pupils know and respond thoughtfully to the termly value as well as to the weekly big question which can be found on the headteacher's office door. For example, 'What would I see if I could fly?' Pupils understand the value of personal prayer and often queue to pick up a glass bead and pray before dropping their bead into another dish. They point out the prayer tree outside and talk about how they value the quiet reflective area of the garden. Although space is limited indoors each classroom has a well maintained and highly valued reflective space. The pupils have a sound understanding that many of the principles or values that are taught through worship find their origin in the Bible. This is supported by scriptural references explicitly linked to the values. The pupils experience a range of Anglican traditions through acts of worship held in the school and in the local church. Worship is planned around the Church year and well supported by parents who attend school or church weekly.

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

The headteacher is a highly respected and effective leader. She has had significant impact on the development of the school as a church school. In particular, she has been instrumental in moving the effectiveness of collective worship from good to outstanding. Two new members of staff were appointed in June 2015 and September 2015, one of whom has recently been promoted to senior teacher within school. The effectiveness of the governing body has developed further recently because the federation with a local church primary school has placed a focus on effective and insightful self-evaluation. Governors ensure that RE and other aspects of the curriculum are informed by the school's Christian vision and values. They also recognise the impact these have upon pupil and

staff wellbeing, exemplary behaviour and strong relationships within the broader life of the school. However, effective use of opportunities that arise for staff and governors to develop as leaders in church schools has been limited. As a result, strategies to sharpen and develop understanding of the link between the quality of teaching and school performance data has been more limited. The development of all staff and governors in church schools has not always been planned strategically. Governors are now monitoring teaching and learning more closely to ensure that assessment leads to a closer match of work to pupils' abilities. Governors ensure that partnerships with the local and wider community contribute significantly to school life and that there are clear benefits for pupils in understanding the needs and contributions of diverse communities. The new leader of RE has been given good support to fulfil her role and to maintain and develop previous good practice.

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