

## The Federations of Beckwithshaw, Kettleasing Felliscliffe and Ripley Endowed CE Primary Schools

Friday 13<sup>th</sup> March 2026

Dear Parents and Carers,

### HMI Visit – Ripley Endowed CE Primary School

As you are aware, we strive to provide a world-class education for your children and are committed to being the best we can be. Our federation has been through significant inspections over the past four years at each of our schools; Ofsted inspections (5), SIAMS inspection at Ripley, Initial Teacher Training Provider inspections and HMI (His Majesty's Inspector) consultant visit in June 2025 at Beckwithshaw.

Time goes quickly and with that, we are exactly an academic year away from the next 'round' of inspections where Ripley will be inspected in March 2027. With this in mind, and to assure you that we continue to provide a high-quality education, we had a one-day visit from an Educational Consultant and HMI last week at Ripley. Staff were present from across the federation and although situated at Ripley this report relates to all our schools.

We are one school: three sites and our success is due to the consistency and replication of system, processes, and curriculum model – what happens in one school, happens in all and so I am sharing this with you all. The fact we seek external validation so frequently is so that you can be assured your children are getting the best education they deserve, not only every 4+ years at inspection but every, academic year.

Although this is not a published report, I am delighted to share some of the content with you.

The previous inspection reports represent firm strong starting points for reinspection. They evidence significant improvements engendered by **ambitious leaders with high expectations**, and a unity of purpose defined by the Federation as 'Community, Courage, Compassion.'

**The small size of each school has not limited ambition.** The inspirational executive headteacher draws on the individual and combined strength of distributed leadership across the Federation, with leadership roles shared in a tangible culture of professional collaboration.

The executive headteacher has high expectations and ambition that **all staff and pupils, belong, achieve and thrive.**

The Federation curriculum is introduced by a commitment to 'Growing together, guided by love...' This is more than a statement of Christian vision and principle, but a **celebration** of the way that each school's capacity is enhanced by partnerships across the Federation.

Safeguarding was not a focus but entry to school protocols are secure. **The school is safe.** The executive headteacher and staff are vigilant in ensuring that safeguarding arrangements are met. **Pupils feel safe.**

Relationships with parents are excellent. Parental feedback, including from those with children with special educational needs, is **overwhelmingly positive.** Parents of pupils with additional and / or special educational needs are especially positive. Their engagement with and involvement in the support plans for their children describes **strong and effective partnerships.**

Pupil **behaviour in all three classes was excellent.** There was a positive working ethos in each class, clearly established in early years.

In response to the previous inspection areas for improvement, leaders have worked to further the Federation's curriculum. It is framed by the four strands of academic, intrinsic, enhancement, elective. The choice, meaning and application of these words gives immediate insight into a **unique, intellectually secure curriculum.**

Early years provision and practice, indoors and out, provides a **secure foundation for future development** with an explicit focus on foundational learning. The Federation leader is **highly ambitious.**

The curriculum, as seen in English (reading, writing and oracy) and in mathematics is well established. It is **ambitious, including for pupils with additional needs.**

Mixed age planning and implementation is **managed skilfully and there is a clear focus,** initially in early years but then as appropriate across the school in building and developing strong foundational learning. Staff know the pupils who continue to have gaps in their foundational knowledge and skills and take appropriate action.

The Federation is **ahead of schools nationally** with its established focus on oracy. Oracy underpins every area of the school's provision.

**The Federation's culture is tangibly inclusive.** Ofsted now focus more discretely on inclusion. This is a strength of the Federation. The school welcomes and includes a wide variety and range of needs. These pupils benefit from **high expectations,** the early and continuing identification of emerging and changing need, and a repertoire of responses ensuring that they are **supported effectively.**

The school supports pupils of all abilities and sees the inclusion of all pupils, whatever their needs or abilities (including the more able) as a **core commitment.**

The school is small, with mixed age classes and a number of pupils with additional needs. The curriculum offer is **sophisticated** and, reflecting the vision and values of the school

Leaders know their schools well. The executive headteacher is a superb advocate for the Federation's life, work and culture. She defines the school's **commitment to inclusion**.

As you can see, and as echoed in the report, we continue our success and are super-excited about our journey into the summer term and beyond. Thank you all for being on this journey with us and for your continued support.

Thank you, much love and God bless.



Miss Kirkman

Executive Headteacher