

Inspection of Ribby with Wrea Endowed CofE Primary School

Dubside, Wrea Green, Preston, Lancashire PR4 2WQ

Inspection dates:	28 and 29 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils value the family feel of this small school. They particularly enjoy their lunchtimes, when there are plenty of games and activities to enjoy. Pupils are cared for and safe. They enjoy positive relationships with staff and with their classmates. Pupils rarely fall out, and the school typically deals with occasional disagreements effectively.

The school is ambitious for what pupils, including those with special educational needs and/or disabilities (SEND), should learn. In reading, writing and mathematics, pupils' achievement in national end of key stage tests is significantly above the national average. However, pupils' achievement is not as consistently high in some other curriculum subjects.

Pupils benefit from a range of opportunities to serve in pupil leadership groups, such as the 'halo group' and the junior leadership team. They access a wide range of extra-curricular sporting opportunities and competitions throughout the year which help them to explore related talents and interests. They also learn musical instruments or join the school choir, which performs at local and regional singing events.

Pupils' curriculum learning is enhanced through school trips, such as those to a river and a coastline which link to geography topics. Pupils also enjoy developing their confidence during residential visits to outdoor activity centres.

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

The school has ensured that there is a balanced curriculum in place. It has identified the broad end points that it expects pupils to reach in each subject. However, in some subjects, the school has not given enough thought to the crucial knowledge that pupils need to learn to achieve these end points, nor the order in which this knowledge should be taught. At times, some curriculum content is not delivered in an effective, logical manner. In a few subjects, this hinders some pupils from reaching the same high levels that they do in other subjects, such as English and mathematics.

The school often uses appropriate checks on pupils' learning. In some subjects, these checks on learning lead to pupils getting the guidance that they need to address some of their errors and misconceptions.

In some areas of the curriculum, the school does not have a secure insight into how well subjects are designed and delivered, or what their impact is on what pupils know and remember. The activities that the school carries out to evaluate the curriculum are not as effective as they could be. Consequently, the school is not alert to some of the deficiencies in curriculum design and delivery. Furthermore, it has not sufficiently identified the gaps in pupils' knowledge of some subject-specific content. This ultimately prevents the school from responding quickly to these issues that hamper pupils' ability to learn all that they could.

The school promotes a love of reading through a range of initiatives, such as when pupils go to the local green to read outdoors. Pupils enjoy reading and engage with a variety of high-quality texts and stories.

The school ensures that pupils start to learn phonics as soon as they start in the Reception Year. Staff deliver the school's phonics programme well. Pupils are supported to keep up with the expectations of the programme. Very few pupils struggle with phonics, which means that almost all pupils meet the standard of the phonics screening check in Year 1. They quickly become fluent, confident readers.

The school has secure systems in place to quickly identify pupils with SEND. These pupils receive effective support to help them to access their curriculum learning.

The school supports pupils' personal development well through a variety of ways. For example, pupils engage meaningfully in charitable activities that support local and global causes. They engage positively with the community, regularly representing the school at events such as the local carnival. Pupils develop a genuine tolerance and respect for the differences of others. They are particularly knowledgeable about people's different faiths and beliefs. Pupils are taught how to keep themselves safe online. They also learn how to maintain their physical health and know some basic strategies to look after their mental well-being.

Pupils behave well. Most conduct themselves sensibly during social times and when moving around the school. The school has a sharp eye on any pupil absences, and it responds quickly to any patterns and trends. Pupils have consistently high attendance. Very few pupils are persistently absent.

Governors fulfil their duties effectively. Leaders are considerate of staff workload. For example, they provide staff with dedicated time to carry out additional duties. Staff are happy to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not sufficiently identified the essential knowledge that pupils should learn, nor the order in which it should be taught. This has an impact on how well some curriculum content is delivered, which prevents some pupils from learning all that they could. The school should clarify the crucial components of knowledge that pupils should learn in these subjects, and ensure that this content is delivered in an effective, coherent manner.

- The school has limited insight into how well some curriculums are designed and delivered, and their impact on what pupils remember over time. This means that the school is not responsive to some of the curriculum deficiencies that prevent some pupils from developing a secure body of knowledge. The school should improve how it evaluates the quality and impact of its curriculum so that it is able to swiftly address issues that prevent pupils from achieving consistently well in all subjects.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119559
Local authority	Lancashire
Inspection number	10348187
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	147
Appropriate authority	The governing body
Chair of governing body	Nadia Hunt (acting chair of governors)
Headteacher	Sarah Robson
Website	www.ribby.lancsngfl.ac.uk
Dates of previous inspection	4 and 5 November 2014, under section 5 of the Education Act 2005

Information about this school

- A new headteacher and deputy headteacher were appointed shortly after the previous inspection.
- The school does not currently make use of alternative provision.
- The school operates an after-school club for pupils that is overseen by the governing body.
- The school is a voluntary-aided Church of England primary school. The most recent section 48 inspection of the school's religious character took place in November 2019. The school is awaiting confirmation from the diocese about its next section 48 inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in these subjects: early reading, geography and mathematics. They met with subject leaders and teachers. They visited lessons, looked at examples of pupils' work and spoke with groups of pupils about their learning. The lead inspector observed pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in some other subjects and spoke with pupils about their learning.
- Inspectors spoke with staff about a range of matters, including their workload and well-being.
- The lead inspector spoke with representatives of the local authority and the diocese.
- The lead inspector spoke with representatives of the governing body, including the chair of governors.
- Inspectors met with the leaders responsible for pupils' attendance, behaviour and personal development.
- Inspectors spoke with pupils about their wider experiences at school.
- Inspectors looked at a range of policies and documents related to pupils' welfare and education. They observed pupils' behaviour during lessons and around the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took account of the responses to Ofsted's online surveys for staff and for pupils.
- Inspectors met with parents at the beginning of the school day and took account of the responses to Ofsted Parent View, including the free-text comments.

Inspection team

David Spruce, lead inspector

His Majesty's Inspector

Paul Edmondson

Ofsted Inspector

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