

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ribby with Wrea Endowed Church of England Primary School			
Address	Dubside, Wrea Green, Preston PR4 2WQ		
Date of inspection	07 November 2019	Status of school	Voluntary aided primary
Diocese	Blackburn	URN	119559

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Ribby with Wrea is a primary school with 154 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs with EHCP plans and/or disabilities is above national averages. There have been significant changes to staffing since the last inspection including the appointment of a new head teacher, deputy head teacher and two new class teachers.

The school's Christian vision

We understand the uniqueness of all our pupils and encourage them to fulfil their potential. God is at the heart of our loving, inclusive family. We want all who learn and work here and within our community to experience the joy and hope of 'Life in all its fullness.' (John 10:10)

Key findings

- Inspiring leadership ensures the school's distinctive Christian vision seamlessly runs throughout school life. The vision has a deep reaching effect on the whole school community.
- Outstanding collective worship is at the heart of the school and an intrinsic element of school life. It is an expression of the vision and highly valued by everyone.
- Inspired by the vision, the rich curriculum celebrates the arts, together with life in the local area. It provides creative opportunities to develop pupils in mind, body and spirit. Staff development is given the highest priority so that all may flourish.
- Exciting religious education (RE) provides a wealth of opportunities to explore deeper concepts through consistently high quality teaching and imaginative approaches. Pupils develop an impressive knowledge of world faiths but their understanding of Britain as a multi-faith, multi-cultural society is not fully developed.
- Exceptional pastoral support at all levels across school ensures that pupils and adults flourish.

Areas for development

- Further enable pupils to consider and evaluate the continuing role of religion in contemporary life, so they can fully appreciate the diversity of modern British and global society.
- Continue to develop the prayerful, worshipping school ethos, further extending this beyond the school community.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Leaders at all levels confidently articulate how the Christian vision saturates every aspect of school life. Firmly embedding the biblical hope of experiencing 'life in all its fullness', the vision sets out how to ensure all can flourish. The inspiring headteacher and extremely committed governors show unwavering dedication to ensuring the vision remains highly consistent, relevant and responsive to the needs of the school community. The vision clearly weaves its way through every decision and policy, influencing partnerships, worship and curriculum provision.

The extremely successful relationship with the local church is highly valued by everyone. The seamless transition from school to church for weekly worship demonstrates this strong link. It is aptly summarised by one parent as feeling like 'a close bond'. This strong, well-established connection with the school is recognised by the recently appointed incumbent and demonstrated by the warm welcome offered by the whole school family. Centrally located, the school is quite literally the 'cornerstone' of the village; opening its doors to the community outside of school hours and remaining highly involved in village life. Particularly striking is the way in which trustees of the school remain exceptionally committed to their role in ensuring fulfilment of the vision. They use their varied skills to drive and support building projects, safeguarding the school as a lasting legacy.

The school operates keenly within the diocese as well as being an integral part of the Broughton High School teaching school alliance. It is outward facing, sharing a wealth of best practice, reflecting the school's vision to support all. Remarkably supportive induction and training programmes facilitate staff to rapidly acquire necessary skills. Future leaders of church schools are well supported through extremely strong diocesan partnerships.

Ribby with Wrea's outstanding collective worship is inclusive, engaging and a transformative element of school life. It is highly valued by all and permeates everything, inspiring a sense of joy which spills over into the lives of pupils and adults. Pupils regularly contribute to collective worship and appreciate the meaning of the Eucharist as the Lord's Supper. They relate the Christian understanding of Father, Son and Holy Spirit to their own experience. An invitational prayer life for all is enriched by abundant opportunities, both indoors and outside, for prayer and reflection across school. This extends to parents, who value being invited to offer their own contributions to this prayerful Christian community. Pupils reflect on how God hears their prayers and that this makes them feel safe. They describe how prayer allows them to express their inner feelings.

Excellent behaviour and relationships within school flow from the deeply embedded Christian values of friendship, hope, respect and creativity. Pupils and staff cherish being part of a school family, spending time together in worship. They are united in the belief that forgiveness is key to their exceptional relationships. Since the last denominational inspection, a clear journey of improvement has been made to ensure that evaluation of worship is even more rigorous, embedded and inclusive. Pupils in the Halo Group are passionate about worship and understand the value of their own varied contributions. They clearly articulate the strength of well-developed systems for pupil voice and involvement. As a result of effective and on-going self-evaluation, leaders are now well placed to extend excellence in worship beyond the school community.

Leaders have invested in constructing a highly creative curriculum, rich in music, art and sport. They are confidently able to demonstrate ways in which this allows all pupils to flourish. As a result of exemplary curriculum planning, high quality staff development and excellent teaching, pupils make impressive progress across all subjects. This is rigorously tracked and evaluated to ensure exceptionally high standards are maintained. Through the vision, leaders have also taken bold steps in adapting learning to promote mental health and wellbeing, for example in the Healthy Heads programme for older pupils. As a result, well-rounded, positive attitudes are fostered and open discussion is appreciated by adults and pupils alike. Similarly, the palpable ethos of Christian love embedded in the curriculum supports high levels of dignity and respect for all.

Curriculum themes are widely celebrated through pupils' artwork, writing and photographs. Pupils are quick to say they are immensely proud of their work. They confidently explain that all displays are accompanied by relevant verses from scripture, rooting everything in God's word. Linked by this underlying thread, the school

environment offers all the opportunity to flourish - reflecting on a wider spiritual dimension. Leaders clearly describe how the vision influences the carefully crafted curriculum to overcome the challenges of its particular local context. As a result of copious rich, planned opportunities, confidence abounds in the pupils to question, explore and challenge their own thinking. Meaningful linking projects give pupils a richer understanding and appreciation of world issues. Teachers describe how their 'real life curriculum', often featuring unexpected debates, leads to pupil-led social action; for example, a project to tackle misconceptions and discrimination around autism.

In RE, the school embraces both the local diocesan syllabus and Understanding Christianity. The skilled subject leader ensures that staff have an excellent understanding of spiritual development across the RE curriculum through very effective training. Teachers have a passion to make learning creative and exciting. As a result, pupils enjoy RE and work exceedingly hard. Even the youngest pupils are challenged to explore their own position within God's world. For example, scrutinising their own fingerprints in close detail, a Year 1 pupil understood the concept that everyone is created uniquely. An older pupil commented that, 'RE gives you chance to connect with yourself.' Through consistently high quality provision, pupils gain a substantial depth of knowledge of different faiths, cultures and world views alongside Christianity. As a result of the school's particular context, however, pupils are not fully able to articulate what it means to live within modern multi-cultural Britain.

There are both innovative and well-established systems of pastoral support in place, which uphold high levels of mental health and wellbeing for pupils and adults. This happens informally, through strong positive relationships at all levels and formally, through the implementation of well-designed policies. Consequently, there is tangible celebration of the individuality of everyone, particularly the most vulnerable. This mirrors the vision and allows all to flourish.



The effectiveness of RE is Excellent

Leaders have developed a curriculum based on the diocesan syllabus which reflects the *Church of England Statement of Entitlement*. Expert teaching in RE and highly effective curriculum planning ensure that all pupils progress exceptionally well and remain hugely invested in their learning. Teachers use excellent coaching methods to motivate pupils, developing impressive skills in spiritual enquiry and investigation. Rigorous, embedded monitoring systems demonstrate that the highest quality of teaching and learning is maintained. Outstanding leadership and highly skilled teachers ensure that RE has a powerful impact on all pupils, including those who are vulnerable and those with special educational needs.

Headteacher

Sarah Robson

Inspector's name and number

Claire Weymouth 963