



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Ribchester St Wilfrid's Church of England Primary School

Church Street,
Ribchester
Preston
PR3 3XP

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese:

Local authority: Blackburn
Dates of inspection: 21 January 2016
Date of last inspection: 25 May 2011
School's unique reference number: 119571
Headteacher: Angela Cottam
Inspector's name and number: Jo Williams

School context

St Wilfrid's Church of England Primary School is situated at the heart of the historic village of Ribchester. The majority of the 85 pupils live near to the school and are of white British heritage. Pupils come from a wide range of different socio economic backgrounds. The school has a breakfast club to support the needs of working parents.

The distinctiveness and effectiveness of St Wilfrid's as a Church of England school are outstanding

- The school's vision is rooted in Jesus' commandment to 'Love one another as I have loved you'. This vision is made explicit by the school's leadership ensuring that the commandment is lived out across the school.
- Collective worship is distinctively Christian and has a high profile within the school bringing together the wider community, embracing the different Christian traditions of the village.
- Religious education (RE) is a priority in the school curriculum and standards in the subject are consistently high.
- The distinctively Christian character of the school nurtures supportive relationships between staff and pupils.

Areas to improve

- Further deepen pupils' spiritual development by providing opportunities for pupils to plan, deliver and evaluate their own worship
- For the school's governors to provide greater rigor and challenge when monitoring religious education to ensure that highly effective practice is sustained.
- For all stakeholders to have greater opportunities to evaluate current practice to enhance the Christian character of the school.

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

The distinctively Christian character of the school is embedded in the life of the school. This has a positive impact on standards as well as pupil wellbeing. Pupils are exceptionally confident when answering questions or sharing ideas. The Christian character of the school supports pupils' spiritual, moral, social and cultural development. The school has nurtured a culture of respect and pupils know that their opinion is valued. Both pupils and staff talked of how it's OK to get something wrong because you learn from it. The school's vision to 'love one another' is widely known and promoted by parents, pupils, staff and governors alike. A parent commented that the children 'look out for one another'. In an RE lesson, during the inspection, an older pupil shared that when she was new another child quickly offered to be her friend and that she knew from that point on that everything would be alright. The distinctively Christian nature of the school is demonstrated in its inclusive approach. Very personal and heart warming examples were shared by parents and staff of how the school cherishes each child whatever their individual needs. Mutual respect can be seen in positive relationships throughout the school. Pupils are both well mannered and well behaved. Pupils' respect extends to the global community and the pupils demonstrate a growing insight into the lives of other cultures and faiths through visits and visitors to the school. Religious education is viewed as a core subject in the school. The focus in religious education on Christian topics and values adds to the Christian character of the school. In an RE lesson one child reflected that 'God's watching over us and He wants us to do things right.'

The impact of collective worship on the school community is outstanding

Collective worship is distinctively Christian and has a high profile in the school. It is underpinned by well-established respectful routines and expectations for content. Worship is planned thoroughly, linking with the church year and including specific Christian values with themes that enrich pupils' spirituality. In worship, pupils are challenged to apply key messages to their own lives. This was demonstrated in trying to be fair even in difficult circumstances linked to a parable. Pupils also have additional practical activities to deepen their understanding of Christian values such as justice being linked to the regular 'Fair Trade Fridays' tuckshop. The school continues to maintain the well-established and effective partnerships with the Anglican and Catholic churches in the village. Staff, visitors and local clergy contribute to collective worship in a variety of settings including weekly visits to the Anglican or Catholic church. This has an impact on pupils' deepening understanding of their own individual Christian traditions. The interactive and creative approach to collective worship deepens pupils' spiritual development. This is demonstrated by pupils' engagement in liturgical responses and their enjoyment of impromptu role play of bible stories. Pupils' deepening understanding of the Trinity is evident in the routine for lighting three candles whilst reciting the names of the Trinity. Prayer is a significant feature of the school day and enhances pupils' personal spiritual experiences. Pupils share the grace with actions and use the quiet areas in their classroom for private prayer such as dropping pebbles in a basket to send a worry to God. There is evidence of increasingly formal systems to monitor worship. The Headteacher adapts worship plans as a result of reflective comments from staff as well as verbal feedback from pupils. Whilst pupils are confident in contributing to their whole class worship there are still few opportunities for pupils to plan, lead or evaluate worship independently. The school's plans for pupils to attend the diocesan collective worship in February and the creation of a 'wow' worship committee demonstrates its commitment to increasing pupil involvement.

The effectiveness of the religious education is outstanding

There have been considerable improvements in religious education since the previous inspection. Staff have undergone training and revised their approach to the subject. Pupils' books demonstrate high standards of pupil achievement in the subject which is in line with

achievement in other areas of the curriculum. Class log books evidence many varied activities that take place in RE such as post it notes which record class discussions and photographs of drama based lessons. Teaching is creative, providing meaningful experiences for the pupils to gain a deeper understanding of the subject. Year 3 and 4 pupils were excited and engaged in becoming detectives looking for clues regarding Jesus' authority whilst younger pupils were eager to re-enact the story of Moses in the bulrushes using a range of appealing props. Teachers' marking of books provides challenge and has a positive impact on pupil progress in RE. Examples included a pupil being asked to explain the word 'rejoice' or reflect on why the Holy Spirit has given the disciples specific gifts. The school blocks religious education lessons for the Christian festivals of Christmas and Easter because evaluation has shown that this brings greater pupil understanding of the topic. The school uses close links with the parish and diocese to enhance pupil's experience of religious education. The Christian value of thankfulness was linked to a rogation walk around the village where pupils celebrated the wonders of God's creation. Pupils' spiritual understanding of Easter is heightened through walking both the stations of the cross before Easter and the stations of the resurrection after Easter. The curriculum focuses predominantly on the Christian faith but pupils make effective comparisons to other world faiths demonstrating a growing understanding of how and why religious views differ. Pupils' understanding of diversity is strengthened through positive encounters with other faiths. Children spoke with enthusiasm about a Muslim visitor to the school and experiences of sharing in a Passover Supper. Half termly assessments evaluate both pupils' knowledge of religion as well as their growing spiritual understanding. There is robust monitoring of religious education by the subject leader. The school governors receive reports from the school about teaching and learning in religious education however at present there lacks a sufficient level of challenge to ensure that these high standards are maintained.

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

The school's leadership is confident in sharing the Christian vision to 'love one another as I have loved you'. This is evident in the support pupils receive whatever their ability and in turn impacts on pupils' academic attainment. The Christian character of the school is visible through relationships built on trust which enables pupils to tackle academic challenges with confidence. The headteacher referenced her vision as being aspirational for all pupils by working to 'remove the glass ceiling and the fear of failure.' The school's leadership is highly reflective and evaluates effectively to identify areas for improvement. Governors are regular visitors and know the school well ensuring that planning is strategic and keenly focused on future developments which impact on pupils' learning and wellbeing. The school's leadership supports development of its staff for example by mentoring newly qualified teachers and delegating leadership tasks to more experienced staff. As a result teachers have grown in their roles as they have shadowed and mentored other colleagues. The school enjoys a wide range of well-established partnerships which impact on the lives of the local community. The chairman of the Ribchester War Memorial Association wrote to say how moved he was when the children read their own poems at the last Remembrance Day. Governors also spoke of how the school's role has been pivotal in its work with both churches resulting in increased Christian unity across the community. The school has nurtured trusting partnerships resulting in learning opportunities for the pupils. For example, a local university invited pupils to share in its archaeological dig of a nearby Roman site enriching the pupils' learning. The arrangements for religious education and collective worship meet all statutory requirements.

SIAMS report January 2016 St Wilfrid's Church of England Primary School, Ribchester, PR3 3XP