



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### **Ribby with Wrea Endowed Church of England Voluntary Aided Primary School**

Dubside, Wrea Green, Preston PR4 2WQ

**Previous SIAMS grade: Good**

**Current inspection grade: Outstanding**

**Diocese: Blackburn**

Local authority: Lancashire

Date of inspection: 5 March 2015

Date of last inspection: 2 February 2010

School's unique reference number: 119559

Headteacher: Jan Potter

Inspector's name and number: Lesley Brookbanks 771

#### **School context**

Ribby with Wrea is a smaller than average primary school with 153 children on roll. It serves the village of Wrea Green and surrounding area. About one third of the children attending the school live in the village with the remainder travelling from the surrounding area and further afield. The number of children eligible for free school meals is below average. The number of children with special educational needs is also below average. The school has increased in size since the last inspection and has five mixed age classes. The parish church is within close walking distance of the school.

#### **The distinctiveness and effectiveness of Ribby with Wrea as a Church of England school are outstanding**

- The Christian character of the school, based on core Christian values, makes an outstanding contribution to children's personal, spiritual and academic development.
- Collective worship and religious education (RE) have a central place in the life of the school and inspire its day to day actions.
- The headteacher, governors and staff have a shared vision and strong commitment to the self-evaluation and development of the school's Christian character.
- There are strong and mutually supportive links between the school, the church and the local community.

#### **Areas to improve**

- Develop a variety of approaches to the evaluation of worship and gathering children's views to inform its future development.

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

The school's distinctively Christian character has a very high profile. It has an outstanding impact upon the achievement, personal development and well-being of all members of the

school community. Standards across the curriculum, including religious education (RE), are high and attendance is above the national average. There are no exclusions. Christian values and opportunities for spirituality underpin and guide all aspects of the school's life. Children are very familiar with the school's identified core Christian values of friendship, respect, hope and creativity. They articulate these values and explain clearly how they are important to their school as well as in their own lives. The values are chosen by children, staff and governors. There is an expectation modelled by all who work in the school that children will show love and respect for each other. The well-being of everyone concerned with the school is given a high priority by school leaders. This is reflected in children's exemplary behaviour and care and concern for one another. The school environment effectively supports its Christian character. There is a prayer table in every class and attractive worship, RE and values displays enable children to think and interact. Children enjoy RE. It contributes significantly to their spiritual, moral, social and cultural development challenging them to respond to difficult questions. The clergy team, currently three including a trainee priest, is proactive in its involvement with the school. Research on nurturing faith in school and church involved parents, staff and children. An outcome is that the church now has an established annual prayer diary for the school and the school produces a monthly news sheet for the church. Children show an informed understanding of diversity. They enjoy learning about other faiths and speak respectfully of the beliefs which underpin them. The school has a well established link with an Indian village and children raise money to sponsor a child there. Learners have a clear understanding of the impact of their actions on the life of a child in a different culture.

### **The impact of collective worship on the school community is outstanding**

Worship is at the heart of the school. It is carefully planned and rooted in Christian teaching and distinctively Christian values. Children appreciate and enjoy the variety of daily worship in school and church. Worship is regularly planned and led by children in both school acts of worship and church services. They are involved in the evaluation of worship through questionnaires and pupil discussions. The outcomes inform next steps in its development. Worship themes and activities are carefully planned and structured. They readily engage children and allow them to listen, interact, praise, pray and reflect. The prayer life of the school is exceptionally strong. Children value its importance and recognise that God supports them through prayer. They give many examples of times they have asked for God's help and how they feel prayer helps them. As well as knowing The Lord's Prayer and The Grace children make up and share their own prayers. They are confident to pray during worship without prior preparation. They are particularly proud of their school prayer written by one of the children and shared with sincerity each day. The school is proactive in helping children to understand Anglican traditions and practice. They are knowledgeable about Bible teaching and how this can help them to make the right choices. Children give many examples of how Jesus and his stories teach them values that are important in everyday life. A worship cloth designed by children and based on the school's core Christian values is the centrepiece of daily worship. The impact of worship is explicit in the responses of children, staff and parents. Following a reflective activity during a creative prayer week a child observed, 'I didn't realise God loved me like that'. Children of all ages are helped towards a growing understanding of The Trinity saying, 'The Trinity shows us that God is at the centre of everything, he is in our hearts and shows us what to do.' Parents value their regular involvement in the worship life of the school. Acts of worship in school and the lively, dynamic worship experienced in school church services reflects the shared fellowship between school, church and families. Messy Church and Friends of God (FOG) group are very well attended and valued by children. They enable children to understand that faith is personal and real to them and to discuss the bigger questions of life and faith. One child expressed, 'I have learned that I realise that I have a faith'.

### **The effectiveness of the religious education is outstanding**

Standards in religious education (RE) are above national and diocesan expectation. The majority of children achieve at least age expected levels with a significant number achieving above the expected level throughout the school. Some children achieve more highly in RE than

other core subjects. Assessment and tracking of children's progress in RE is securely embedded. This identifies learners who require additional challenge or, in very few instances, additional support. Teaching and learning is outstanding. Children's work, class portfolios and display demonstrate the variety of approaches used in the teaching of RE. Children are actively encouraged to relate learning in RE to their own lives and to Christian values. Bible teaching is related to Christian values, for example through children identifying the values Moses shows in his leadership qualities. Lessons offer children opportunities for deep thinking and exploring meaning. Children are excited by the opportunities for deep thinking posed by the 'What if...' learning questions they are asked. An Upper Key Stage 2 child expressed, 'to explore faith is like a journey, failing to explore is failing to believe.' Older children's Trinity symbols and poetry and thoughts on the meaning of the Eucharist reflect the depth of their understanding. Sensitively prepared lessons for the youngest children enable them to articulate thoughts and feelings and experience empathy through practical and thought provoking activities. After hearing the parable of the lost sheep, children search for their individually lost sheep outdoors, without losing hope of finding them. Children value learning about a range of religious beliefs through RE and are knowledgeable about them. They particularly enjoy multi faith week and the range of learning experiences it offers. They articulate clearly the importance of learning about other faiths in order to understand others. RE has a high profile and the status of a core subject. RE schemes of work comply fully with the diocesan syllabus. They reflect the Christian foundation of the school as well as giving due weight to other world faiths. The leadership of RE is strong and effective. Thorough monitoring and evaluation based on moderation, work scrutiny, lesson observation and discussion with learners contributes to promoting high expectations in RE. Professional development and training for the subject leader and all staff has a high priority. Robust action plans detail and evaluate progress and governors are kept very well informed about developments in RE by the subject leader.

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

The headteacher provides outstanding leadership of the school as a distinctively Christian community. She inspires and leads a strong and committed staff team who in turn articulate and model the school's core values and vision of love and respect for all. School leaders at all levels ensure that that spiritual, moral, social and cultural development is at the heart of its work. There is a strong focus on continuous school improvement where church school issues, RE, worship and well-being are prioritised. The academic achievement of learners is consistently above national averages. A key issue from the previous inspection was to develop governors' involvement in self-evaluation. The school's self-evaluation of itself as a church school is rigorous and actively involves all stakeholders showing how far the school has moved on since the last inspection. Governors have a very clear understanding of their role. They are proactive and determined to ensure they uphold the school's Christian foundation and distinctiveness. They both support and appropriately challenge the school and there is an ethos of shared leadership and responsibility. They are very well informed about developments in RE and worship. They monitor RE lessons and worship and discuss developments with subject leaders. The school fulfils its Christian responsibility by meeting the statutory requirements for RE and worship. Appointments reflect the school's Christian values; a good example is the recruitment of a learning mentor to support and mentor children's social and emotional development. The school is fully committed to the professional development of teachers to prepare them for the future leadership of church schools through Christian leadership training and mentoring. Through the junior leadership team, house captains and the school council children's opinions are listened to and acted upon. There is mutual support and common purpose between the church and the school. The school benefits from strong and effective partnerships with parents, the local community and the diocese as well as the global community. One parent summarises, 'This school lives out values of love, fellowship and respect, the Christian message has fantastic impact'.