

# Ribby with Wrea Endowed CofE Primary School

Dubside, Wrea Green, Preston, Lancashire, PR4 2WQ

## Inspection dates

4–5 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Ribby with Wrea inspires pupils to aim high in both their personal development and academic achievement. This is valued greatly by pupils and their families.
- The highest quality experiences in early years ensure that, from an early age, children greatly enjoy every minute in school and are eager to learn. They achieve outstandingly well.
- By the time they leave Year 6, most pupils reach standards that are well above the national average in reading, writing and mathematics. They are extremely well prepared for the next stage in their education.
- Throughout their time at school, pupils' achievement is outstanding. The proportion of pupils making expected, and better-than-expected progress, is larger than found nationally.
- Teachers and teaching assistants work extremely well together to provide exceptionally high levels of support for pupils who have special educational needs. This ensures that they make rapid progress similar to that of other pupils in school.
- Outstanding teaching stimulates and supports pupils. Wide-ranging activities, both in and beyond school, bring learning to life. These ignite pupils' imaginations.
- Pupils' behaviour is exemplary. Pupils are extremely mindful of each other and the adults around them, both in lessons and during breaks. Pupils feel very safe in school.
- Attendance has improved significantly since the previous inspection and is well above average. Pupils are keen to come to school.
- Pupils' spiritual, moral, social and cultural development is outstanding. Pupils excel in the arts, sports and in using new technologies.
- Links with parents are very strong. Leaders and staff ensure that parents are extremely well informed about teaching methods and how to help their children at home.
- The school is led exceptionally well by the headteacher. Staff and governors share her desire for bringing out the best in every pupil.
- Governors bring a wide range of skills to the school. This helps them to provide an appropriate balance of support and challenge to ensure continual improvement in all that the school does.
- Although the headteacher has forged links with some schools, there remain opportunities to develop these still further to share outstanding practice and so support pupils' learning even better.
- All staff, including leaders, managers and the governing body, work extremely well as a team. Their successful actions have led to improvements in the quality of teaching and pupils' achievements. They all strive to improve already excellent practice.

## Information about this inspection

- The inspectors observed teaching in part-lessons taught by teachers and in sessions led by teaching assistants. They also listened to pupils read.
- Discussions were held with: school staff; groups of pupils; the headteacher; governors; parents and a representative from the local authority.
- The inspectors observed the school's work and looked at a wide range of documentation, including safeguarding documents, the school's procedures for gaining an accurate view of its own performance, its development plans, records of pupils' standards and progress, documents relating to attendance and behaviour, and pupils' work in their books.
- There were 33 parental responses to the online questionnaire (Parent View) which the inspectors took into account. Inspectors met with parents as they brought their children to school. Eighteen responses to the inspection questionnaire for staff were also reviewed by inspectors.

## Inspection team

Naomi Taylor, Lead inspector

Additional Inspector

Juliet Ward

Additional Inspector

## Full report

### Information about this school

- Ribby with Wrea is smaller than the average-sized school.
- The proportion of disadvantaged pupils supported by the pupil premium is much lower than that found nationally. The pupil premium is additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils who have special educational needs supported through school action is lower than that found nationally.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is similar to that found nationally.
- Although most pupils are from a White British heritage, there are a few pupils who speak English as an additional language.
- Pupils are usually taught in mixed-age classes.
- There are a small number of pupils who leave or join the school other than at the usual times, particularly in Key Stage 2.
- Since the previous inspection, a new assistant headteacher's post has been created.
- The headteacher and other leaders and managers provide support for other schools through the Preston Teaching Alliance. The school supports the training of new teachers.
- Since the previous inspection, the school has received Artsmark Gold, Youth Sports Trust Silver and Leading Parent Partnerships awards.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Develop still further the links with other schools to enhance pupils' learning.

## Inspection judgements

### The leadership and management are outstanding

- The school is led exceptionally well by the headteacher. Extremely strong leadership across the school, including by middle leaders, has created a culture in which pupils and staff alike flourish.
- The school improvement plan and self-evaluation are realistic and rigorous. This is because school leaders check very effectively on the quality of learning and teaching in the school and have a crystal clear view of how they can continue to raise standards.
- Teachers are supported extremely well to improve the quality of their teaching, particularly through rigorous staff appraisal and the high quality training they receive. Middle leaders have grown in confidence, developing their skills in checking on the quality of teaching and the progress of pupils in their areas of responsibility very well. Several leaders and managers use their highly developed skills to support other schools in the Preston Teaching Alliance.
- The tracking system used in school enables staff to check pupils' progress very closely against their targets. Any differences in the progress of the different groups of pupils are closed effectively as they move up through the school. Pupils with additional needs, including the most able and least able, are identified quickly and supported through programmes and activities that are closely matched to their learning needs. For example, in the current Year 6 cohort there have been support programmes for pupils who did not meet the expected standards in writing at the end of Year 2. These pupils are on track to reach similar levels to those of their classmates now, having made accelerated progress year on year in Key Stage 2.
- The local authority provides minimal support for the school, reflecting its view of the excellent capacity of leaders and managers to drive improvements, not just in this school, but in others too. Even so, school leaders have not developed the full potential of links with other schools to enhance pupils' learning still further.
- Pupil premium funding is used effectively. It is directed towards supporting the very few disadvantaged pupils who are known to be eligible for free school meals so that they make the same outstanding progress as their classmates do. School leaders and all staff demonstrate very clearly their commitment to ensuring all pupils have equal opportunities to succeed.
- The rich and vibrant curriculum enthuses and excites pupils thoroughly and prepares them extremely well for life in modern Britain. High quality art work, musical performances locally and in central Manchester, as well as sporting achievements, demonstrate how pupils are encouraged to excel in all that they do.
- The primary school sport funding is used to maximum effect to broaden sporting opportunities for pupils, while developing the expertise of staff, using specialist coaches. This has, for example, led to a huge increase in opportunities for pupils to try activities such as gymnastics, multi-skills and dance. The uptake of, and engagement in, sport has trebled since the funding started. The vast majority of pupils now take part in a wide range of sporting activities to help them stay healthy and promote their well-being.
- The promotion of pupils' spiritual, moral, social and cultural development is exceptional. Pupils have a highly developed understanding of British values and make meaningful comparisons of religions and cultures which are different from their own.
- **The governance of the school:**
  - Governance has significantly improved since the previous inspection and is outstanding. Governors bring with them a wide range of experiences from within and beyond education. There is a regular audit of their skills to ensure that they can support and challenge all aspects of the school's life and performance effectively. Those who spoke to the inspector had an accurate view of the strengths of the school and areas for further improvement. They have a thorough understanding of data showing pupils' achievement and how this compares with other schools. They check carefully on the impact of initiatives to develop pupils' personal development and academic achievement. Governors have a very accurate overview of the quality of teaching and how it is directly linked to the salary structure of staff. They understand how any underperformance would be tackled.
  - Governors are highly conscientious in the way they undertake all their statutory duties. They make sure safeguarding arrangements meet requirements so that pupils and staff are extremely safe.

### The behaviour and safety of pupils are outstanding

#### Behaviour

- The behaviour of pupils is outstanding.

- There is an exceptional atmosphere of mutual respect throughout the school. This is reflected equally well in all of the responses to the staff questionnaire, in the views of all parents who met the inspector and all of the views expressed on Parent View.
- All the parents who talked with the inspector are extremely happy with all aspects of school life. Many families do not live in the immediate area but choose to travel here because of the school's deservedly glowing reputation.
- Pupils behave exceptionally well, both in lessons and around the school. This leads to extremely good attitudes to learning and sensitive care for each other. Pupils are excellent ambassadors for the school when on trips or visits. This was seen firsthand as they walked to and from the local church for their weekly service.
- For a very small minority of pupils who struggled initially in learning to use appropriate behaviour, the highly skilled staff are consistent in their application of rewards and sanctions. This has led very successfully to improving the behaviour of these pupils within short timescales. Incident logs show that incidents of poor behaviour are very rare indeed.
- Older pupils are trained to a high standard as play leaders. They encourage the younger children to learn and play new games at break times and they thoroughly enjoy developing their responsibility for looking after others. They are excellent role models.
- The school council is proactive in making improvements to the school. For example, members successfully led a consultation in relation to their school uniform. As a result, some changes were made and pupils are noticeably proud of their smart uniforms.

## Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say they feel extremely safe in school and they have very positive relationships with each other and the adults around them. They thoroughly understand different forms of bullying, although they say it just does not happen at this school. For example, the work the school has done to ensure that pupils understand prejudiced-based bullying has resulted in pupils being very clear that everyone is different and everyone deserves respect.
- Pupils have a very clear understanding of the importance of e-safety, both when at school and at home. Parents are also very well informed of the potential dangers and how to keep their children safe.
- All parents who responded to Parent View believe the school keeps their children safe.
- Pupils develop an excellent understanding of how to stay safe in unfamiliar surroundings. For example, they assess potential risks before embarking on residential trips to outdoor education centres and visits to cities such as Liverpool and Manchester.
- Members of the eco-council develop a strong sense of responsibility for their school environment and their local community. They use this to raise a similar awareness in others. For example, they told the inspectors how, after learning about the impact of global warming, they have encouraged more recycling, both in school and at home.
- Attendance is much higher than the national average and reflects the success of the school's strategies to improve attendance since the previous inspection. Punctuality is excellent.

## The quality of teaching

### is outstanding

- The inspirational headteacher has been relentless in driving improvements in teaching, resulting in the quality of teaching now being outstanding overall and never less than good. She expects nothing but the best from her staff and pupils, who all rise daily to this challenge.
- Throughout school, pupils enjoy opportunities to use new technologies across many subjects to find out things for themselves and so develop their skills of self sufficiency as they learn. Regular homework is set and pupils strive diligently to reach high standards in all that they do.
- There is a whole-school approach to teaching mathematics, which has accelerated pupils' progress rapidly. During the inspection, pupils in Years 1 and 2 were learning how to identify numbers greater than or less than other numbers. Depending on their abilities, pupils used either one- or two-digit numbered dice to record carefully the numbers thrown. They then added the correct symbol to show whether it was more or less than the next number. They made excellent progress with this work.
- In science, pupils in Years 4 and 5 demonstrate how highly motivated they are to investigate and experiment. For instance, they make their own, individual circuits with a switch. During the inspection, they eagerly discussed their different ideas and, through trial and error, there were shrieks of excitement as they found different ways to turn their bulb on and off. All pupils made outstanding progress. High-

quality recordings of their findings demonstrate how well established writing is across all subjects and this has a direct impact on accelerating progress in writing across the school.

- The school inspires pupils to develop a love of books. Pupils in Key Stage 2 told inspectors how much they enjoy reading because 'it can take you somewhere different from your real life'. As they come across new words, pupils use dictionaries to find out their meaning. Pupils record these meticulously in their reading records so that they can use new and varied vocabulary in their own writing. This demonstrates their ingrained thirst for knowledge.
- Highly effective teamwork by teachers, skilled teaching assistants and volunteers ensure a high level of support for all groups of pupils.
- Marking has improved since the previous inspection and is now of a very high quality. Pupils respond to teachers' marking in order to correct or improve their work and learn from their mistakes. An example of this regular practice was seen in the Year 2/3 class at the start of the day while the teacher was taking the register. It is also clearly evident in pupils' books.

### The achievement of pupils

is outstanding

- In the Year 1 reading screening check, almost all pupils normally achieve the expected level. This is because teachers and teaching assistants are extremely competent in the teaching of phonics (matching letters to the sounds that they make). The very few pupils who struggle to read are given highly effective support and this leads to rapid improvements.
- Since the previous inspection, standards reached at the end of Key Stage 1 have risen year on year as a direct result of improvements to the quality of teaching. The proportion of pupils reaching the higher levels in reading, writing and mathematics is usually much larger than the national averages. The dip in 2013 has been addressed and there is strong evidence of rapid progress being made by this group of pupils.
- Year 6 results in 2014 show almost all pupils reaching at least the expected standards and a larger proportion than the national average reaching the higher levels in reading, writing and mathematics. Almost all pupils made at least the expected rate of progress and the proportion of pupils making better than expected progress was much larger than average.
- The most-able pupils, like their classmates, make outstanding progress. By the time they are in Years 5 and 6, several pupils are working on Key Stage 3 tasks in reading, writing and mathematics. This was seen firsthand in lessons during the inspection and also from past and current pupils' books in several subjects. Teachers and leaders analyse meticulously the progress of individuals and, for example, move Year 4 pupils into groups with the most-able pupils in Years 5 and 6 to raise their aspirations and expectations.
- Most disabled pupils and those who have special educational needs make rates of progress very similar to those of their peers because their different needs are identified very quickly and met exceptionally well by highly skilled support staff. There are highly effective links with external agencies to support pupils' learning.
- The very few pupils who speak English as an additional language do as well as their peers and make outstanding progress in all core subjects. This is due to how exceptionally well the school promotes the speaking of English from an early age, both in school and when pupils are at home with their parents.
- Pupil premium funding is used effectively. It is directed towards supporting the very few disadvantaged pupils who are known to be eligible for free school meals so that they make progress which is as equally rapid as that of their classmates. The number of disadvantaged pupils in each year group is too small to compare meaningfully the standards they reach and their rates of progress with other pupils in school and nationally.

### The early years provision

is outstanding

- Children settle extremely well into school life when they join Reception. This is because of the excellent links with, and between, nurseries, home and school. For example, parents appreciate greatly the home visits and the highly skilled way in which staff get to know their children's likes and dislikes in readiness for a smooth start to school life. Before the children start school full-time, they also get to know their Year 6 buddy. During the inspection, children animatedly recalled their tea party last term when parents came into school to meet their child's Year 6 buddy again and see the strong bond they have made together. These buddies are excellent role models for the younger children and play a key role in helping them to

settle quickly into school life.

- Teachers check thoroughly what children can do when they join the school. This means staff have an informed and detailed foundation on which to start their assessment and record of children's progress. Key workers regularly observe children's learning and carefully record their achievements. Staff use this information meticulously to ensure that children benefit from the highest expectations, challenging activities and probing questions and so learn exceptionally well.
- Staff provide excellent advice to parents on how to continue to develop their children's skills at home. For example, children are encouraged to count the stairs as they go up to bed. Children were highly delighted with a recent homework activity which was to go to the shop and buy a comic with a parent and then read it together. This supported children's learning and helped them to achieve exceptionally well.
- Children learn exceptionally well because of outstanding teaching by a dedicated staff team. These staff are led outstandingly well by the early years manager. Children are inquisitive about their surroundings and engage wholeheartedly in their learning because of the encouragement and nurture they receive. Activities inside and out are extremely imaginative and motivate children so that they want to learn. Children enjoy excellent opportunities to learn through discovery and exploring with their senses. For example, as they explored features of autumn, children went outdoors to find different leaves. They scrunched leaves in their hands and were encouraged to take turns to talk about the sounds they could hear and the colours they could see. Children made excellent progress with speaking in full sentences and developing their range of vocabulary.
- Children's progress in reading, writing and personal and social development is particularly strong. The proportions reaching a good level of development are higher than the national average. Children are prepared extremely well for learning in Key Stage 1, because they achieve outstandingly well during their time in Reception, whether they are children in receipt of additional funding, disabled children or children with special educational needs, the most-able children or children who speak English as an additional language.
- The early years provides excellent quality care. Children learn how to keep themselves safe. For example, children who were cutting out leaf shapes showed great care in how they used their scissors and then safely put them away when they had finished. Pupils' behaviour is outstanding, both towards each other and the adults around them. They learn to take turns in the activity areas and, at the end of sessions, they help each other to tidy up their indoor and outdoor areas. They show a great sense of responsibility for their environment.
- Children's learning journeys give a very detailed account of their outstanding progress. They are also a source of great pride to the children who love to discuss the things that they have done. Parents are kept very well informed about how to support learning at home. They are encouraged to contribute to their child's learning journey and so be fully involved in their learning.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	119559
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	448507

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	153
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Millar
<b>Headteacher</b>	Jan Potter
<b>Date of previous school inspection</b>	2 February 2010
<b>Telephone number</b>	01772 685221
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