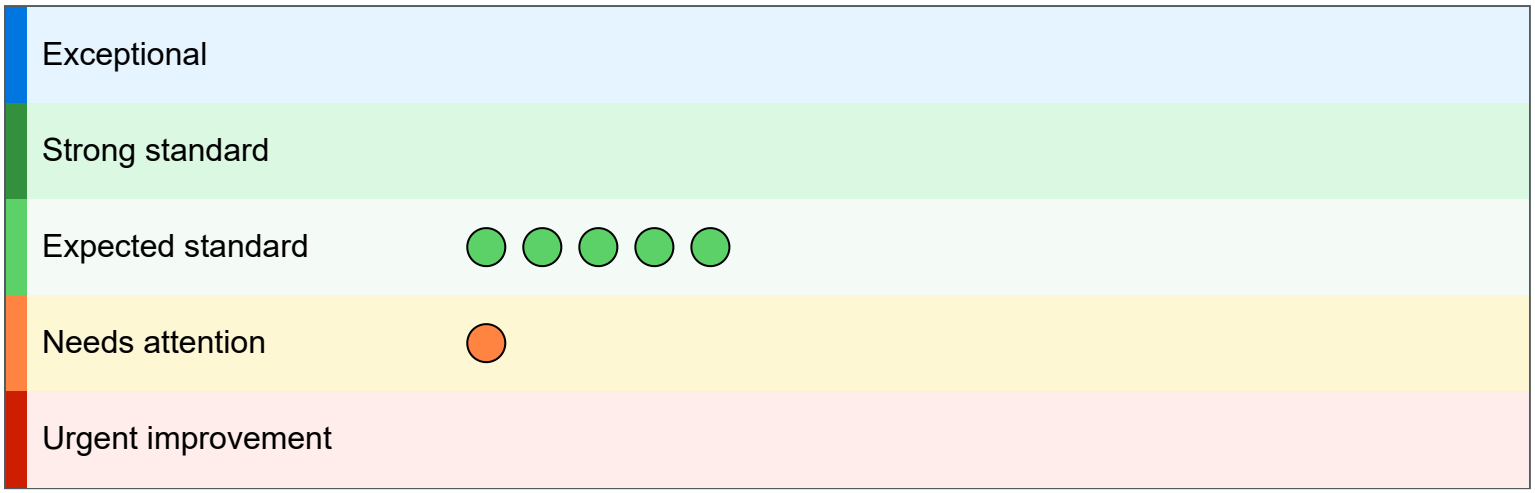
Ribbleton Avenue Methodist Junior School

Address: Emerson Road, Preston, Lancashire, PR1 5SN

Unique reference number (URN): 119354

Inspection report: 9 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard

Leaders work closely with families to address the underlying issues that stop pupils coming into school. They closely monitor the attendance of every pupil. Leaders review the effectiveness of the strategies they use. As a result of these actions, pupils, including those with special educational needs and/or disabilities (SEND), attend school regularly. Few pupils are persistently absent. Most pupils benefit from the breakfast club, where they enjoy a healthy breakfast and take part in the organised sports activities on offer. Pupils are rewarded for their attendance with an award, such as going to a music concert.

Pupils generally behave well in lessons and display positive attitudes to their work. They welcome the well-established morning routines and sense of order that leaders have put in place. Pupils behave well at social times on the playground. The structured games and activities that staff provide help pupils to play together harmoniously. Any negative behaviour incidents, including bullying or online issues, are dealt with swiftly by staff. Leaders help pupils, including those with SEND, to manage their emotions well when they are upset. Pupils use the ‘peace room’ or have some time in the ‘heart room’ where trained staff support them quickly to return to class.

Curriculum and teaching

Expected standard

Leaders have improved the curriculum since the previous inspection by including clear end points. Historically, this was not the case. This meant that pupils could not consistently develop their knowledge across all subjects. Now there is a broad and well-considered curriculum that sets out clearly what pupils should know and understand. Teachers have been trained well to teach the curriculum. They learn from specialist teachers, which builds their subject expertise.

Typically, teachers make carefully considered adjustments to their teaching. This means that generally, pupils, including those with special educational needs and/or disabilities, successfully build their knowledge over time. Leaders ensure that teachers have access to professional development in mathematics to deliver the curriculum well. Teachers usually provide the resources that pupils need to tackle new concepts successfully.

Leaders have acted to address previous weaknesses in the teaching of writing. They have supported staff with purposeful training to think carefully about what pupils should learn and when this should happen. This means that pupils are now securing a better grasp of punctuation, spelling and grammar in their written work.

Reading is a high priority. Staff are well equipped to teach pupils the essential reading skills that they need for future success. Staff model reading using expression to ignite pupils' interest in books.

Inclusion

Expected standard

Leaders include and welcome everyone at the school. As a result, pupils feel that they belong. Well-trained leaders support staff to identify pupils' learning and wellbeing needs. Typically, pupils with special educational needs and/or disabilities (SEND) and those who speak English as an additional language receive the support they need to overcome the barriers they face in their lives. Leaders and staff identify clear short-term goals to reduce the obstacles that stop pupils from learning the curriculum well.

On the whole, leaders use the additional money that the school receives to support disadvantaged pupils well. For example, leaders ensure that pupils access support to manage their emotions at times of personal stress. Leaders provide these pupils with a wide range of outdoor learning and support them to attend school when they should.

Pupils, including those who face barriers to learning because of emotional struggles, welcome the access they have to the school's 'heart room'. Here, they work through their anxiety with the help of well-trained staff. Leaders make prudent use of advice from external professionals, such as educational psychologists and specialist teachers, to address the difficulties in learning that some pupils with SEND face.

Leadership and governance

Expected standard

Leaders have a clear and accurate understanding of the school's strengths. They have also identified the right areas to develop further. For example, they have made changes to the curriculum to make sure that pupils gain basic skills early in their education journey. They have also been very successful in ensuring that pupils attend school regularly. Leaders have established clear support to improve pupils' wellbeing, including for pupils with special educational needs and/or disabilities (SEND).

Leaders place the needs of pupils at the heart of their decision-making. They make sure that pupils' emotional needs are carefully prioritised and supported so they can gain full benefit from the education they receive. The school takes action to ensure that obstacles to pupils' success are reduced.

Leaders are visible across the school community and ensure that they are available to speak with parents and carers. They provide support for families and secure help from outside agencies when this is needed. Leaders ensure that staff access and benefit from professional learning to develop their curriculum knowledge and skills and to keep pupils safe. This helps them to develop their teaching expertise as leaders intend. Staff are happy working at the school and their wellbeing and workload are safeguarded.

Governors meet their statutory duties. They are knowledgeable and show a deep commitment to the school. Governors typically hold leaders to account for their actions. They ensure that leaders use the pupil premium funding well to support pupils who are disadvantaged in line with national guidance.

Personal development and wellbeing

Expected standard

Leaders have skilfully implemented a well-thought-out personal development and wellbeing programme for all pupils, including those with special educational needs and/or disabilities (SEND). This supports pupils' emotional, social and personal needs, alongside their academic learning. Pupils take part in educational visits and meet with visiting speakers. This helps to enrich their learning of the school's curriculum. Regular outdoor learning opportunities help pupils to stay safe and prepare themselves well for life in the wider world. They know about fire safety, first aid and what to do if they get into difficulty in water.

Pupils learn about healthy relationships and growing up. They understand the importance of privacy and personal space. This means that pupils understand how to keep themselves safe in different contexts. Pupils, including those with SEND, seek help when they struggle with their emotions. Leaders ensure that pupils have a secure knowledge of online safety. They know not to share personal information and understand the risks associated with scams and inappropriate content. Pupils are confident about the actions to take if they encounter concerns online.

Pupils learn about the diverse beliefs and lifestyles in modern society. They value the differences between themselves and others. They are well prepared to live in a multicultural world. Pupils develop a deep and first-hand understanding of fundamental British values. They see democracy in action as they vote for pupil leaders. Pupils fulfil roles in school that make a positive difference, including digital leaders, librarians and school councillors.

Pupils learn how to keep themselves healthy. They take part in regular exercise and the wider sports opportunities that leaders provide. Pupils enjoy success in inter-school sports competitions and celebrate this with their parents and carers at an end-of-year event.

Pupils access a wide range of clubs, including cricket, gardening and baking. These activities help to foster pupils' individual talents and interests.

Needs attention

Achievement

Needs attention

Over time, by the end of Year 6, pupils' attainment in reading, writing and mathematics has been below the national average. Recent changes to the curriculum mean that current pupils are achieving better than they did in the past. This is especially true for younger pupils, who gain secure foundations in reading, writing and mathematics. However, older pupils have not typically secured the knowledge they need to move on to the next steps in education. This is particularly the case in mathematics and writing, where some gaps persist. As a result, pupils are not as well prepared for their next stage of education as they should be.

In contrast, the high number of pupils who face barriers to their learning generally learn well. For example, pupils with special educational needs and/or disabilities make positive strides forward in their knowledge and skills across the curriculum.

What it's like to be a pupil at this school

Pupils are proud of their caring and supportive school. They are warmly welcomed into school by staff who know them and their families well. Pupils benefit from the timely actions that leaders take to help them attend school regularly. Pupils' attendance rates are broadly average.

Pupils are safe at school. They know who to turn to if they need help to solve problems and to resolve unkindness. This includes bullying. Pupils have a deep knowledge of how to keep themselves safe online. Typically, pupils behave well and enjoy their learning. They show respect for adults and each other.

The school's carefully considered curriculum is suitably broad and provides a wealth of opportunities for learning outside the classroom. Pupils have a well-formed understanding of the natural world. They grow vegetables at school. Pupils research which birds occur in the school's locality and the wider world.

Barriers to pupils' learning are identified quickly by well-trained staff. This means that pupils with special educational needs and/or disabilities and those who face other challenges in their lives are generally well supported. Typically, this enables them to learn the curriculum well. Pupils' emotional, social and personal needs are prioritised by leaders and staff. They receive the help that they need to manage their emotions when they are upset.

Over time, some pupils have not attained as well as they should in the reading, writing and mathematics tests and assessments completed at the end of Year 6. This means they are not as fully prepared for secondary school as they could be. Current pupils are making better progress through the curriculum. Pupils are beginning to secure the basic skills they need to learn better. Even so, some pupils have gaps in their learning, which hampers their successful learning across the curriculum.

Next steps

- Leaders should ensure that staff understand and teach the school's new writing curriculum consistently so that pupils achieve the standards expected of them at the end of their time at the school.
- Leaders should continue to ensure that pupils' historic gaps in knowledge in mathematics and writing are secured to enable pupils to achieve better and improve attainment for pupils at the end of Year 6.
- Leaders should ensure that teachers provide pupils with the resources they need to tackle new concepts in mathematics successfully.

About this inspection

The co-chairs of the board of governors in this school are Anthony Andrews and Gillian Ferris.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior leaders and staff. They also met with members of the governing board, including the co-chair of governors. They spoke to representatives of the local authority and the diocese.

The inspectors confirmed the following about the school:

The school currently uses no alternative provision.

This school is registered as having a Methodist religious character. The school's last section 48 inspection was in November 2021.

Headteacher: Fran Nickson

Lead inspector:
Ruth Baldwin, His Majesty's Inspector

Team inspectors:
Jeanette Westhead, Ofsted Inspector
Mark Ward, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 9 June 2026

School and pupil context

Total pupils

276
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

280
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

39.49%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.99%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.04%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	61%	Below
2024/25 (final)	49%	62%	Below
2023/24 (final)	37%	61%	Below
2022/23 (final)	38%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	74%	Below
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	66%	74%	Below
2022/23 (final)	50%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	72%	Below
2024/25 (final)	59%	72%	Below
2023/24 (final)	44%	72%	Below
2022/23 (final)	55%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	73%	Below
2024/25 (final)	58%	74%	Below
2023/24 (final)	57%	73%	Below
2022/23 (final)	67%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	26%	46%	Below
2024/25 (final)	30%	47%	Below
2023/24 (final)	24%	46%	Below
2022/23 (final)	25%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	62%	Close to average
2024/25 (final)	59%	63%	Close to average
2023/24 (final)	66%	62%	Close to average
2022/23 (final)	43%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	39%	59%	Below
2024/25 (final)	37%	59%	Below
2023/24 (final)	34%	58%	Below
2022/23 (final)	46%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	60%	Below
2024/25 (final)	41%	61%	Below
2023/24 (final)	41%	59%	Below
2022/23 (final)	50%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	26%	68%	-41 pp
2024/25 (final)	30%	69%	-40 pp
2023/24 (final)	24%	67%	-43 pp
2022/23 (final)	25%	66%	-41 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (final)	59%	81%	-22 pp
2023/24 (final)	66%	80%	-14 pp
2022/23 (final)	43%	78%	-35 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	39%	78%	-38 pp
2024/25 (final)	37%	78%	-41 pp
2023/24 (final)	34%	78%	-43 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	46%	77%	-31 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	80%	-36 pp
2024/25 (final)	41%	81%	-40 pp
2023/24 (final)	41%	79%	-38 pp
2022/23 (final)	50%	79%	-29 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	6.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	12.8%	13.0%	Close to average
2023/24 (3 term)	18.6%	14.6%	Above
2022/23 (3 term)	17.6%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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