

# Ribchester St Wilfrid's Church of England Voluntary Aided Primary School

## Inspection report

---

<b>Unique Reference Number</b>	119571
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	313344
<b>Inspection dates</b>	5–6 June 2008
<b>Reporting inspector</b>	Dave Byrne

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 on roll</b>	
School	84
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tim Rainford
<b>Headteacher</b>	Mrs Cathy Thomas
<b>Date of previous school inspection</b>	1 March 2004
<b>School address</b>	Church Street Ribchester Preston Lancashire PR3 3XP
<b>Telephone number</b>	01254 878300
<b>Fax number</b>	01254 878069

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	5–6 June 2008
<b>Inspection number</b>	313344

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a small village school serving an area with some social and economic levels of deprivation. The percentage of pupils eligible for free school meals is below average. An above average proportion has a statement of special educational need, but the overall percentage with learning difficulties and/or disabilities is below average. The vast majority of pupils are from White British heritage and none requires support for English as an additional language.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school in which pupils develop excellent attitudes and become mature, rounded individuals. It is at the heart of its local community with which it has close and beneficial links. It welcomes many members of the community into school and involves pupils in a variety of community events. Parents have high expectations of the school and the vast majority are supportive of all that it does. The 'Friends of the School' are very active and make a significant contribution to resources that benefit pupils' education.

The key to the school's success is the outstanding leadership provided by the headteacher and the first rate support provided by an excellent governing body. The good skills and knowledge that children bring from home when they start Reception are successfully extended as they move through to Year 6. Standards at Year 6 dipped in 2006 and a recovery began in 2007. In 2007, standards were above average in reading and mathematics at Key Stage 1 but at Key Stage 2 they were no better than average. Writing was a relative weakness. Data held by the school, confirmed by the inspection findings, show that most pupils are now achieving well in all classes and standards are above average. Although the number of pupils achieving the higher levels in national tests is improving, the lack of tailored provision for the most able pupils means that not all reach the standards of which they are capable.

Mature attitudes and good levels of enjoyment amongst pupils contribute to good attendance at the school. Pupils' views are valued. They talk with great pride about their commendable achievements as members of the school council and the Eco council. They have a very good understanding of right from wrong and their efforts to raise funds for overseas charities show their concern for others. The depth of understanding of the cultural richness and diversity of modern society, however, is relatively weak. Pupils thrive on eating healthily and like taking exercise through the good variety of playground games and after-school clubs available to them.

Pupils are very well cared for. Their safety and well-being is a high priority for all staff. Teachers and support staff know each pupil well. Better use of assessment is improving the quality of teaching. The needs of pupils with learning difficulties and/or disabilities are met well but the provision for the most able is not planned well enough. Some good initiatives have been developed to add interest to learning with a good expansion of extra-curricular clubs, for example in sport. Educational visits to places of interest, such as the Glass Story, inspire pupils to learn because such activities make learning real. Overall the curriculum is satisfactory but more could be done to build links between subjects so that lessons are given even more meaning thereby motivating pupils to learn even more.

The school manages its resources well to ensure that it gets good value for money. The building is well maintained and outdoor learning resources are excellent. The school has improved since its last inspection and has a good capacity to do so in future.

## Effectiveness of the Foundation Stage

### Grade: 2

The provision in the Foundation Stage is good. It takes the children, who start with skills above those typical for their age, to levels that exceed expectations for their age when they start Year 1. Children benefit from being with Year 1 pupils. By mixing with older ones, they develop better personal and social skills and they have more opportunities to interact with others with

higher academic skills. A good balance is struck between enabling children to make their own decisions in play and learning, coupled with focused tasks to develop individuals' knowledge and understanding. Assessment is used effectively to tailor work to meet children's needs. Provision is well managed so that children are safe and secure. Resources are generally good with very good outdoor provision. The use of information and communication technology is developing and is an area identified for further development.

### **What the school should do to improve further**

- Improve the provision for the most able pupils so that they reach the standards of which they are capable.
- Refine the curriculum so that links between subjects are better exploited to make learning more relevant to pupils' lives and inspire their imaginations.
- Increase the pupils' knowledge and understanding of the cultural richness and diversity of modern society.

## **Achievement and standards**

### **Grade: 2**

Standards fluctuate year-on-year because of the small numbers of pupils involved in each year group and variations in the numbers of boys and girls. Children start school with skills and knowledge better than are typical for their age. Good progress occurs in the Reception class and by the start of Year 1 many exceed the expectations for their age. Pupils continue to make good progress in Years 1 and 2. In each of the last five years, standards at the end of Year 2 have been above average in reading and mathematics. Standards in writing have been closer to the national average.

In Key Stage 2, progress is accelerating after two years when it had fallen back. In 2007, although standards were average at the end of Year 6, pupils' progress from Year 2 had been unsatisfactory. There was a particular weakness in writing. The school has acted swiftly to rectify this. Work in lessons and in pupils' books shows that Key Stage 2 pupils, including those with learning difficulties and/or disabilities are now making good progress. Data held by the school indicates that this year, standards are on course to be much higher with a high proportion gaining the higher Level 5. The performance of the most able pupils, whilst it is improving, could still be better overall.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development is good and contributes significantly to the pupils' academic progress. Parents' questionnaires overwhelmingly support this view. Pupils' behaviour is excellent and they treat others with care and respect at all times. They display first rate attitudes to learning but this is not always exploited enough to get the best possible learning in lessons. Pupils feel safe and mature into thoughtful young people who value honesty and tolerance. They make a positive contribution to school life by helping their teachers and classmates. Their views are valued and expressed through the school council and the Eco council, the latter of which is very active in encouraging green actions within the school and the community.

Pupils have a good awareness of the importance of leading a healthy lifestyle. Their readiness to drink water, eat fruit at playtimes and take part in playtime activities shows a good

understanding of the importance of good diet and exercise. Gaining the Healthy Schools Award and the school's strategies for promoting walk-to-school initiatives confirm the school's strong commitment to pupils' health and well-being. Their knowledge of environmental issues is advanced and the Eco council provides all with an excellent platform for making a difference in their own lives. The pupils have a strong social conscience and raise substantial funds for overseas charities. The pupils' knowledge and understanding of the cultural richness and diversity of modern society, is not however, as advanced it could be. Given their excellent social skills and their good academic skills, pupils are well prepared for their next stage of education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Excellent relationships exist and pupils are very well known to all staff. As a result, pupils are confident to approach adults with any problems, safe in the knowledge that their concerns will be listened to and acted upon. Pupils respond well to expectations for them to perform practical tasks in lessons and they set good standards for the way they present their work. Teaching assistants are vital in the good support provided for pupils with learning difficulties and/or disabilities and in helping these children to access all elements of school life. Whilst progress in lessons is good overall, pupils are often not given enough scope to think and act independently; this holds back the progress of some pupils. Recent improvements to the quality and use of assessment are benefiting pupils' progress. Teachers now have a clearer understanding of how well each pupil is doing so that work is planned to more closely meet their needs. Whilst this has contributed to standards rising, the expectations for the most able could still be higher at times. The procedures for marking pupils' work have been strengthened and are increasingly giving pupils a clear picture of what they need to learn next and how to improve.

### **Curriculum and other activities**

#### **Grade: 3**

The school ensures that pupils access all elements of the curriculum with the added bonus of a good range of additional activities both during and after school. There is a clear and appropriate focus on enabling pupils to learn literacy and numeracy but at times there are not always enough opportunities for pupils to practise these skills across a range of subjects. Provision for sport has improved significantly with effective links with the Schools Sports Partnership. The arts are being successfully promoted by the skills of the staff and the pupils' participation in musical events locally. The school recognises that pupils learn better within a context that they can relate to. Where educational visits are organised, for example to the Lowry Centre or to the Glass Story, learning accelerates because pupils' imaginations are captured and they are motivated to do basic things such as read and write. The curriculum is not, however, planned well enough to inspire both teachers and pupils so that they always have a have a strong desire to learn. This holds back the achievement of some pupils, in particular that of the most able.

## **Care, guidance and support**

### **Grade: 2**

The school takes very good care of its pupils who confirm that they are well looked after and feel safe and secure. The required checks, systems and procedures are in place to safeguard the pupils' well-being. Pupils with social or learning difficulties are well supported and external agencies are brought in where funds allow. Great strides have made to improve communication with parents including the creation of an informative website, frequent newsletters and regular consultations with parents about their views. Good liaison with parents prior to children starting Reception ensures that they settle quickly and are very well supported from the moment they start school. Good systems exist for monitoring pupils' academic standards and progress. This means that teachers are clear about what pupils need to learn next and pupils are more aware of how to improve their work. Provision for supporting pupils with learning difficulties and/or disabilities is good but for the most able, it is not refined enough.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. The headteacher is highly effective, leads by example and works with energy and commitment to drive the school forward. Good systems are taking hold across the school for monitoring the quality of teaching and its impact on learning. The school's improvement plan targets the most pertinent areas for moving the school forward and is based upon accurate analyses of the school's strengths and weaknesses. It encompasses not only the views of staff and governors but also of pupils and parents. The achievement of pupils and the quality of teaching and learning is at the top of the school's agenda. The setting of challenging academic targets for each year group is helping to raise expectations for pupils and staff and making sure pupils' achievement is brought up to where it should be.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
--	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

**Annex A**

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

---

**Annex B**

## **Text from letter to pupils explaining the findings of the inspection**

9 June 2008

Dear Pupils

Inspection of Ribchester St Wilfrid's Church of England Voluntary Aided Primary School,  
Lancashire, PR3 3XP

It was my privilege to join you at school for two days. I have good memories of spending time with you at lunch, during playtime and in lessons.

You are fortunate to attend a good school which is very caring and gives you a good education. You make good progress and reach standards that are good in English, mathematics and science. Your behaviour is excellent and you take pride in helping others. I was very impressed by the way you have concerns about green issues and how you do your best to live safe and healthy lives. The efforts made to raise funds for overseas countries are commendable, but your knowledge and understanding of multicultural Britain is not as deep as it could be. The school has been asked to look at ways of improving this.

You enjoy most lessons and benefit from good teaching. Where lessons are based on practical activities, your work is better but some of your work could be more exciting. However, you usually work hard in lessons and do well. Those of you who find learning difficult do well but for some of you work is not hard enough, which means that it holds back how much you learn. I have asked the school to find ways of making your curriculum even more exciting and also to find ways of making sure that work is always hard enough for you.

You have a super headteacher who really cares for you all. She, together with the other staff and the governing body are working hard to make sure you all get the best possible education. You are very much part of the school's success and I hope you continue to be the friendly and naturally thoughtful young people I met during my visit.

I send you my best wishes for your future.

Dave Byrne

Lead inspector