

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ribchester St Wilfrid's Church of England VA Primary School	
Address	Church Street, Ribchester, PR3 3XP
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
<p>Following the teachings of Jesus, St Wilfrid's nurtures a love of learning, within a supportive and caring family; encouraging all of us to become confident and resilient members of the world community. Together, with Jesus, we can LOVE, LEARN and SUCCEED.</p> <p>"Christ is the one who gives me the strength I need to do whatever I must do."</p>
Key findings
<ul style="list-style-type: none"> • The Christian vision is understood and valued by all. However, opportunities for its monitoring and evaluation by leaders are not securely established. • The school vision inspired values are woven throughout the life of this thriving community. As a result, pupils and adults flourish in an environment based on trust and mutual respect. • Pupils learn about diversity and the exploitation of the natural world. However, there have been few opportunities for pupils to engage in social action and challenge injustice. • Leaders ensure that religious education (RE) is highly inspiring and valued by all. Effective assessment procedures ensure that pupils benefit from appropriate high quality learning experiences. • Worship is inclusive and invitational, with pupils and adults valuing the importance of prayer and reflection. However, opportunities for formal monitoring and pupil led worship are underdeveloped.
Areas for development
<ul style="list-style-type: none"> • Establish a rigorous system for the monitoring and self-evaluation of the impact of the vision by all leaders. This will ensure continued progress and improvement as an effective Church school. • Plan opportunities for pupils to bring about change by challenging deprivation and disadvantage in their own community and beyond. This will equip pupils with the skills to have a valuable impact on wider society. • Develop a system for the regular monitoring and evaluation of collective worship by all leaders. This will identify clear strengths and areas for development.

Inspection findings

St Wilfrid's is a caring and loving community. Servant leadership permeates school life resulting in all feeling valued and supported. The Christian vision is understood and is at the heart of decision making and interactions. A significant focus on developing confidence and resilience encompasses the vision and ensures that all are able to succeed. Consequently, all flourish. The school has a strong commitment to the local community. This is reflected in its decision to provide nursery provision to meet local needs. Recent changes to school leadership have hindered rigorous self-evaluation of the continuing impact of the vision. However, recent beneficial training has taken place. This is providing a secure foundation for accurately assessing the school's effectiveness as a church school going forward. Regular professional development means that staff and leaders are well informed about recent Church school updates. These have been implemented effectively.

The school's Christian vision gives rise to an affirming and secure learning environment that upholds the dignity of all pupils. Staff and pupils enthusiastically articulate how they are emboldened to grow in confidence and resilience. Occasions such as performing the plays of Shakespeare at major local venues further promote success. School displays and lessons promote resilience. This includes acknowledging that being unable to do something now does not mean that it will be impossible in the future. As a result, pupils demonstrate perseverance leading to notable personal achievement, reflecting the school's vision. Those with special educational needs and/or disabilities (SEND) receive bespoke support. Parents rightly express how the needs of their children are met through a regularly assessed and adapted curriculum. They explain that staff go above and beyond in their care and teaching to provide the very best opportunities to promote progress.

Evidence of awe and wonder abounds. The spiritual dimension is evident in the joy and importance of nature. Appreciation of the beauty of God's world in the school's wildlife area and the surrounding countryside is tangible. Likewise, pupils describe how David's psalms, in the Bible, help them to reflect on the importance of nature in their own lives. Reflection areas around the school are frequented by pupils. However, exposure to a wide range of spiritual experiences, including reflection and questioning in the curriculum, is not specifically planned. As a result, spiritual development opportunities are missed.

Teaching and learning create relevant and interesting lessons about diversity within British society and the wider world. During Black History Month, pupils studied the context of their own locality. They explored the Lancashire cotton trade and the transatlantic slave trade. Pupils recognise that it was a valuable experience in examining injustice and learning from the past. Despite this, they do not have a deep understanding of the concept of injustice in today's society. There is limited scope for them to act as agents of change. This impedes their development as resilient members of the world community.

The pupil leadership team (PLT) identifies charities to support. Pupils know that their fundraising efforts make a difference to the lives of others locally and in the wider world. Pupils care passionately about the environment. Activities such as litter picking have allowed them to play their role in caring for the world.

The vision for creating a caring and supportive family is evident in all areas of school life. Everyone recognises the importance of being able to disagree well and demonstrate a profound level of respect for one another. The staff are a strong team who create a supportive working environment. They refer to their colleagues as their work family. The emotional and mental well-being of adults, as well as pupils, has high priority. The pastoral support leaders and the recognition of the need for a balance between work and the rest of life is greatly



appreciated. This enables all to flourish personally and professionally. Pupil behaviour is exemplary and highly respectful. They know that they are valued and reflect this in their appreciation of the achievements and attributes of others. Positive praise, together with time to reflect when things go wrong, guarantee that bullying is rare and pupils are kind and understanding. They speak extremely positively of the role of the worry monster. This cuddly toy allows pupils to discreetly inform staff of any concerns that they have. Consequently, they feel listened to and confident that their needs will be addressed.

Planning for worship is thorough and effective. It enables all to think deeply about a range of Bible stories, festivals, important Christian beliefs and values. There is a regular pattern to worship, including reference to the Christian understanding of God as three in one. Time to pray throughout the school day abounds. This includes pausing to pray at specific points. Moments for individual prayer, for example, with the support of the class prayer bear, are also valued. Weekly visits to worship at the parish church are held in high regard by all. The Christian witness that is demonstrated by the whole school walking to church is also valued by the local community. The strong partnership with the parish church enriches worship. The parish priest is an integral member of the school community. He leads weekly worship and brings the festivals of the Church's year to life. Consequently, pupils have a comprehensive knowledge of important dates such as Epiphany. The school family joins together to celebrate the eucharist. There are a significant number of Roman Catholic pupils who attend the school. Leaders prioritise times when they can attend the local Catholic church. The evaluation and monitoring of collective worship are not rigorously planned. This hinders further improvement and impact. In addition, whilst the PLT has limited involvement in the leading of worship, this has not been prioritised.

Leadership of RE is strong. There have recently been significant changes to the RE curriculum. However, continued professional development in partnership with the diocese has provided a smooth introduction of the new syllabus to great effect. As a result, staff feel well supported in delivering the new materials with confidence. Opportunities for promoting respect for those of a wide range of cultures, faiths and beliefs are well planned. Pupils are able to make connections between different faiths, such as places of pilgrimage. Positive attitudes to diversity abound and there is a well-developed understanding of Christianity both locally and globally. For example, pupils have recently learned about the persecution of Christians around the world and how their faith helps them to face adversity. They were able to relate this to various Bible stories and the central premise of Christianity to love one another.



	The effectiveness of RE is		Good	
	<p>Teaching and learning in RE are good. Pupils enjoy RE and discuss ideas and share knowledge with great enthusiasm and skill. They are able to interpret and analyse effectively which results in a deep understanding of the subject.</p> <p>Furthermore, the RE lead has introduced a systematic approach to planning and assessment that ensure progression across topics. Subject specific vocabulary further enhances this. Embedded teacher assessment and pupil self-assessment means that pupils and staff regularly review learning and know how to improve. Consequently, all pupils, including those with SEND, make good progress.</p>			
Information				
School	Ribchester St Wilfrid's Church of England VA Primary School	Inspection date	3 February 2023	
URN	119571	VC/VA/Academy	Voluntary aided	
Diocese/District	Blackburn	Pupils on roll	78	
Headteacher	Angela Cottam			
Chair of Governors	David Porter			
Inspector	Joanna Brookes	No.	2110	