

Inspection of Ribbleton Avenue Methodist Junior School

Emerson Road, Preston, Lancashire PR1 5SN

Inspection dates: 18 and 19 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils feel happy and safe in this school. They have positive relationships with staff and feel nurtured and cared for. Leaders have high expectations for pupils' learning and behaviour.

Leaders' ambition for all pupils, including those with special educational needs and/or disabilities (SEND), is reflected in the school's values. Pupils know and understand these values and follow them with pride.

Pupils want to do their best and leaders have ensured that lessons are not disrupted. Pupils told inspectors that when there are incidents of poor behaviour or bullying, staff deal with these quickly and effectively. This allows pupils to focus on their learning.

Pupils enjoy the opportunity to take part in outdoor learning. They like learning about hiking and using compasses and coordinates. Pupils told inspectors that they like being in the fresh air and painting 'jars of nature'. This helps pupils to gain wider experiences and take pride in their local environment. Pupils are keen to keep the school grounds free from litter. They learn how to become responsible citizens.

What does the school do well and what does it need to do better?

Leaders have developed a broad and ambitious curriculum for all pupils, including for those with SEND. Leaders ensure that staff identify the needs of pupils with SEND and act to provide a curriculum that meets these needs.

Leaders are clear about the essential knowledge they want pupils to learn and when they should learn it. New learning builds on what pupils already know. However, in a very small number of subjects, curriculums are still relatively new. Leaders have not monitored how well these new curriculums are being delivered. Pupils' learning is not as secure in these subjects as it is in others.

Mostly, teachers have the equipment and resources that they need to deliver curriculums well. Pupils focus on their learning and can make links across subjects. However, leaders have not ensured that some staff have had training to deliver a minority of the subject curriculums as well. In most subjects, teachers use assessment strategies effectively to understand what pupils know. Teachers use this information well to help them to plan future learning.

Leaders have provided a quiet space for pupils to go to if they are not ready to learn. Pupils appreciate the opportunity to take part in calming activities in this space. It helps them to learn how to manage their emotions and behaviour. It also means that other pupils can learn without disruption.

Leaders have prioritised reading. They have introduced an additional reading lesson every day. Teachers read to pupils daily and pupils have the chance to read regularly

and independently in school. Pupils are rewarded with new and interesting books for reading widely and often. They enjoy collecting tokens and using these in a 'book-vending machine'. Pupils in the early stages of reading are supported well by staff to catch up. This helps pupils to build their phonics knowledge and to become fluent and confident readers.

Leaders have provided a range of activities in which pupils can take part outside lessons. Pupils value clubs such as the 'heart-room club', where they can play, talk and make things of which they can be proud. Leaders have arranged a visit to a university to raise pupils' aspirations.

Pupils learn about different faiths and cultures. They are respectful of difference and understand the importance of treating everyone equally. Leaders have designed a wider curriculum to instil confidence in pupils. This helps to prepare pupils for the next stage of their education.

Governors know the school well and are ambitious for pupils. Leaders have prioritised the workload and well-being of staff. Staff feel extremely well supported by leaders and they are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders provide regular training for staff to safeguard pupils. Staff are vigilant and know how to identify any signs that pupils might be at risk from harm.

Leaders have made sure that there are clear systems for staff to report and record their concerns. Leaders act quickly to secure help for vulnerable pupils and families. Staff work closely with other agencies to arrange additional support when it is needed.

Pupils learn how to keep themselves safe. For example, they learn about knife crime and they learn how to recognise the dangers and risks when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a very small number of subjects, curriculums are still relatively new and leaders have not checked how well these curriculums are being delivered. In these subjects, pupils' learning is not as secure as it is in others. Leaders should ensure that the delivery of the new curriculums is monitored so that staff are supported to deliver these curriculums as intended.
- In a minority of subjects, leaders have not ensured that staff have subject-specific training in how to deliver some aspects of the curriculum. This hinders some

teachers in designing learning for pupils. Leaders should ensure that staff receive the training they need to deliver the curriculum well in these subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119354
Local authority	Lancashire
Inspection number	10226264
Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	The governing body
Chair of governing body	Ken Wales
Headteacher	Fran Nickson
Website	www.ramjs.lancs.sch.uk
Date of previous inspection	7 February 2017, under section 8 of the Education Act 2005

Information about this school

- This is a Methodist junior school. The most recent section 48 inspection was in November 2021.
- There have been several changes to staffing since the previous inspection, including the appointment of a new headteacher.
- Leaders do not currently use alternative provision for any pupils.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher and other leaders. They also spoke with a range of staff.

- The lead inspector met with two governors, including the chair of the governing body. The lead inspector spoke with a representative of the local authority.
- Inspectors spoke with parents and carers as they dropped off their children at school. Inspectors considered responses to Ofsted Parent View, including some free-text comments.
- Inspectors considered responses to Ofsted’s staff and pupil surveys.
- During the inspection, inspectors looked at a range of documentation relating to safeguarding. This included the school’s central record of staff and visitors, staff training records, records of safeguarding and samples of the records kept on individual pupils. They spoke with staff to check how well they understood safeguarding systems in school.
- Inspectors observed pupils’ behaviour at playtimes, in lessons and as they moved around the school. They spoke with pupils to gather their views about their experiences at school.
- Inspectors completed deep dives in reading, mathematics, computing, and art and design. They met with subject leaders and teachers and visited lessons. The inspectors spoke with pupils and looked at examples of their work. The lead inspector observed pupils reading to trusted adults.

Inspection team

Sally Timmons, lead inspector

Her Majesty’s Inspector

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