

Inspection of a good school: Simmondley Primary School

Pennine Road, Simmondley, Glossop, Derbyshire SK13 6NN

Inspection dates:

19–20 November 2019

Outcome

Simmondley Primary School continues to be a good school.

What is it like to attend this school?

Pupils understand the importance of obeying the school's three clear rules: be kind, be ready, be safe. Pupils enjoy school because they are involved in their learning. They know they must work hard and behave well. The celebratory 'hot chocolate Fridays' and sitting at the 'best seat in the house' are well-received treats. Pupils strive to meet their teachers' high expectations of them.

Pupils and families value the care they receive from adults in the school. Pupils feel safe and well looked after. They have trusted adults they can talk to if they are worried about anything. Pupils conduct themselves well. They have good attitudes towards their learning.

Teachers have created a rich and exciting curriculum. I enjoyed listening to a group of pupils during their guitar lesson as they strummed along with the 'dance monkey'. Wide and varied opportunities have helped to raise pupils' aspirations and develop resilience. Pupils are gaining the knowledge and skills they need to succeed in life in modern Britain.

The parents, carers and pupils I spoke with say that bullying is rare. When it does happen, staff deal with it effectively so that it does not continue.

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

Teachers make sure that the children get off to a flying start in the early years. Children learn new things quickly, because teaching is interesting. Activities build on what children already know. Children are happy and confident. The parents I spoke with say their children love coming to the school. Children follow instructions and listen carefully to the adults. They are polite and friendly towards each other. Staff are approachable, and parents appreciate the strong links that develop between school and home.

Pupils at Simmondley love reading. Teachers read to pupils every day and teach them how to read as soon as they start school. Teachers are well trained and understand how to teach reading effectively. Book-corners are inviting spaces and pupils enjoy taking books home to read. They are becoming confident and fluent readers.

Pupils enjoy learning mathematics. Pupils are excited by challenging activities and thrilled when they have worked together to solve the question. They can explain how mathematics is relevant to everyday life. Teachers understand the subject well and are quick to identify any pupils who may need additional support to catch up. Pupils achieve well in mathematics.

Leaders want the curriculum to be rich and varied, so that pupils find learning exciting. Teachers plan work designed to build on what pupils already know. Pupils can remember many facts that they learned about the year before. They can name important events in history, such as the Great Fire of London, and know that some of the words that are used today have historical origins. They can organise information so that they can participate in a debate. However, sometimes pupils do not have the chance to think about what they learned before when they study new topics. This means that they are not always able to make connections between what they learned before and what they are learning now.

The curriculum is broad and varied. This is a strength of the school. Artistic, cultural and sporting opportunities are available to all pupils. Pupils learn about how to keep their minds and bodies healthy. Pupils are knowledgeable about the signs and effects of depression. Some pupils are 'anti-stigma' ambassadors who encourage others to talk about mental health. Pupils study similarities and differences between cultures. This helps them to develop a sense of their place in the world.

Leaders want all pupils to be able to join in lessons fully. Teachers know what pupils with special educational needs and/or disabilities (SEND) need to learn next. They make changes to the way in which they teach to help these pupils. Pupils with SEND thrive, because of the expertise of the school staff. The 'oasis room' and 'calm club' provide a haven for pupils and families who are experiencing trauma.

Staff are positive about the school. They have confidence in leaders and are proud to be part of the school. They feel well supported and appreciated. Governors work closely with leaders and teachers. Leaders are ambitious for all pupils and encourage them to achieve to the best of their ability.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors give the highest priority to keeping pupils safe. They understand the risks that pupils may face locally and in the wider community. Adults are well trained and knowledgeable about safeguarding matters. They act quickly

and appropriately when they have concerns about a pupil's safety or well-being.

When required, leaders work with external agencies to provide help and support for pupils and families. Pupils learn how to keep themselves safe during the school day and when they are not at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not made sure that all areas of the curriculum provide regular opportunities for pupils to build on what they learned before. Pupils do not always make the connections between what they learned in previous years and what they are currently studying. Leaders should ensure that teaching in all subjects is clearly sequenced, so that pupils can build on what they have already learned, and know and remember more over time.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Simmondley Primary School to be good on 15–16 December 2015.

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 Ofsted Parent View information 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 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	112706
Local authority	Derbyshire
Inspection number	10087261
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair of governing body	Millie Crosse
Headteacher	Deborah Greaves
Website	www.simmondleyprimaryschool.com/
Date of previous inspection	15–16 December 2015

Information about this school

- There have been no significant changes at the school since the last inspection.

Information about this inspection

- I met with the headteacher and deputy headteacher. I held meetings with subject leaders, the special educational needs coordinator, the chair of the governing body and other members of staff.
- I carried out deep dives in reading, mathematics and history. This included discussions with leaders, lesson visits with leaders, discussions with teachers and pupils, and scrutiny of pupils' work.
- I met with the designated safeguarding leader and other staff to discuss safeguarding. I looked at documentation relating to safeguarding and the school's protocols for protecting pupils from bullying.
- I met with pupils. I also spoke with them in the playground at lunchtime and at other times during the school day.
- I spoke with parents at the beginning of the day and considered responses to Ofsted's online questionnaire Parent View. I considered a comment from a parent submitted

directly to Ofsted. I also considered responses to the staff and pupil surveys.

Inspection team

Kate Nash, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019