

Inspection of Rishton St Peter and St Paul's Church of England Primary School

Arundel Street, Rishton, Blackburn, Lancashire BB1 4DT

Inspection dates: 21 and 22 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Rishton St Peter and St Paul's Church of England Primary School is a happy and welcoming school. Pupils said that they know that they are well looked after by staff. This helps them to feel safe in school.

Pupils are encouraged by staff and each other to be 'rooted and grounded in love to be their true selves'. They enjoy coming to school and they told inspectors how much they enjoy spending time with Larry, the school dog.

Leaders are ambitious for all pupils to succeed, including those with special educational needs and/or disabilities (SEND). To this end, leaders have high expectations for what all pupils can achieve. Most pupils achieve well and they are suitably prepared for the challenges of secondary school.

Pupils respond positively to teachers' high expectations of their behaviour and they work hard during lessons. Children in the early years make the most of their time in school, learning with enthusiasm.

Pupils know that staff expect them to be respectful to their peers. They treat each other kindly. Any bullying incidents are dealt with quickly by staff and pupils trust that adults will resolve these incidents appropriately.

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

Leaders have designed a curriculum that is ambitious for all pupils, including those with SEND. Leaders have ensured that pupils can build their knowledge logically from the Reception Year to Year 6. However, in a few subjects, leaders have not finalised the important knowledge that they expect pupils to learn. As a result, some teachers lack clarity about the key content that pupils should remember.

In most subjects, teachers have secure subject knowledge and they deliver curriculums well. On the whole, teachers explain new learning clearly, and they deal with any misconceptions effectively. However, in those subjects where leaders are not as clear about what they want pupils to learn, some teachers lack the support needed to design learning well.

Leaders have prioritised the teaching of reading. They have recently introduced a new phonics programme. Staff are trained to deliver this programme. Pupils learn phonics from the very beginning of the Reception Year and they read with fluency. Staff identify pupils who are falling behind and provide additional support for these pupils. On the whole, the books that pupils read are matched closely to the sounds that they have learned. Throughout school, pupils read widely and regularly. Older pupils understand the importance of reading often and how it will help them to broaden their horizons.

Leaders ensure that pupils' additional needs are identified early by staff. They ensure that teachers are provided with the information that they need to support pupils with SEND. Teachers successfully adapt the delivery of the curriculum to meet the individual learning needs of this group of pupils. This means that pupils with SEND receive the support they need from staff to be successful.

Pupils behave well in lessons. When low-level disruption happens, teachers deal with it quickly and effectively. Pupils are keen to learn. In the early years, children quickly settle into routines and can sustain their concentration. They enjoy learning. Staff in the early years have fostered positive relationships with children that are based on mutual respect. Children in the early years learn to take turns and share equipment with each other.

Staff support pupils' wider development through a range of extra-curricular clubs. These activities include football, choir practice and drama. Leaders provide opportunities to help pupils develop into well-rounded young citizens. For example, they benefit from trips to the theatre and singing events in Manchester.

Pupils are eager to volunteer in the local community by helping in the community café and visiting the elderly. There are a variety of leadership roles that pupils carry out with pride, including sitting on the school council, acting as digital leaders and as reading ambassadors. Pupils learn about other faiths and cultures and they understand why it is important to be respectful to others.

Parents and carers appreciate the care, guidance and support that leaders provide for their children. Staff appreciate the consideration that leaders give to their workload and well-being.

Governors are supportive of leaders and they work closely with leaders and staff. However, governors do not have sufficient, relevant information to hold leaders to account fully for the quality of education for pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a strong culture of safeguarding in the school. Staff are well trained and they understand their responsibilities for keeping pupils safe.

Staff report any concerns quickly. Leaders act promptly on these concerns to make sure that pupils receive appropriate help.

When appropriate, leaders use external agencies to support vulnerable pupils and their families. Leaders know their community well and they understand the challenges that some pupils face.

Pupils learn about how to keep themselves safe. This includes what they should do to keep themselves safe online and when they are in the community. Pupils feel confident to talk to a trusted adult if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not made it clear enough to teachers about the knowledge they want pupils to know and remember. This hinders teachers when designing learning for pupils. Leaders should ensure that teachers have enough clarity about what curriculum content pupils should be learning and when this content should be delivered.
- Those responsible for governance have not ensured that they are informed well enough about the quality of education that pupils receive. This prevents members of the governing body holding leaders to account sufficiently well. Those responsible for governance should ensure that they are equipped to challenge leaders and hold them to account effectively.

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.

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	119427
Local authority	Lancashire
Inspection number	10268887
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair of governing body	Elaine Jennings
Headteacher	Sara Clarkson
Website	www.st-peter-st-pauls.lancs.sch.uk/
Date of previous inspection	30 January 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders do not use any alternative provision.
- There is a before- and after-school club that is led by school staff.
- The school is part of the Diocese of Blackburn. The school's last section 48 inspection took place in May 2019.

Information about this inspection

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

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

- The inspectors met with members of the governing body, a representative of the local authority and held a telephone conversation with a representative of the diocese.
- The inspectors spoke with pupils about their work and their wider school life.
- The inspectors observed pupils' behaviour during playtimes and while in lessons.
- The inspectors spoke with parents to gather views about the school. They considered the views of parents submitted through Ofsted Parent View, including the free-text responses.
- The inspectors carried out deep dives into early reading, mathematics, physical education and history. They spoke with the staff who lead these subjects, visited lessons and spoke with teachers. They also spoke with pupils about their learning and viewed examples of their work. The inspectors considered how leaders organise other subjects across the curriculum.
- The inspectors observed pupils in key stages 1 and 2 read to a trusted adult.
- The inspectors considered responses to Ofsted's online surveys for staff and pupils.

Inspection team

Clare Baron, lead inspector

Ofsted Inspector

Sarah Price

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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