

# Inspection of a good school: Simonstone St Peter's Church of England Primary School

School Lane, Simonstone, Burnley, Lancashire BB12 7HR

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Inspection date:

26 May 2023

## Outcome

Simonstone St Peter's Church of England Primary School continues to be a good school.

## What is it like to attend this school?

The school has a warm and welcoming atmosphere. Leaders and staff want the best for pupils, including those children in early years. Leaders' expectations of pupils' behaviour and learning are high. Pupils rise to these high expectations. Their behaviour is very positive. Pupils feel safe and are happy in school. They achieve well across the curriculum. Pupils are well prepared for their next steps.

Pupils are kind to each other. They get on well with each other both in lessons and around the school during breaktimes. On the very rare occasions when bullying occurs, leaders deal with these incidents effectively. Pupils feel confident that they can talk to any adult in school if they are worried about something.

Pupils enjoy the wide range of trips, such as residential visits, visits to museums and going on the local 'Pendle Witch' walk. Pupils make an important contribution to the school community. For example, some pupils are members of the worship council, eco-council and digital council. Other pupils are well-being warriors. Pupils feel that their opinions and views are valued by leaders and staff. They enjoy taking part in a wide array of clubs and sports, such as for dance, cookery and coding.

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

Leaders are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). All pupils learn the full range of national curriculum subjects. Staff organise a wealth of visits, such as a history trip to a Viking theatre. These experiences enhance pupils' learning in the different subjects.

Teachers use their strong subject knowledge to deepen pupils' understanding. Teachers provide opportunities for pupils to revisit what they have learned previously. They make

regular checks on what pupils know and can do to identify and address gaps in pupils' learning. This helps pupils to build on what they know.

In most subjects, leaders have identified the knowledge that they want pupils to learn from early years to Year 6. Leaders ensure that this knowledge is logically ordered in each of the subject curriculums. This helps pupils to achieve well across many areas of the curriculum. However, in a small number of foundation subjects in key stage 2, leaders have not finalised their curriculum thinking. Leaders are finalising what they want pupils to know and the order in which this new learning should be taught. In these subjects, a small number of pupils do not achieve as highly as they could.

Leaders prioritise reading across the school. Children learn phonics as soon as they start in the Reception class. Leaders have recently introduced a new phonics curriculum. Staff have been trained to deliver this curriculum well. Leaders ensure that the books that pupils read are closely matched to the sounds that they know. Leaders ensure that pupils who struggle with their reading are picked up quickly and supported effectively. These pupils learn to read with increasing confidence and fluency. Leaders have invested in a range of books that capture the interest of pupils, including older pupils who are at the early stages of learning to read. Pupils enjoy reading and talk enthusiastically about the books that they have read.

Leaders are quick to identify the needs of pupils with SEND. These pupils access the same curriculum as their peers. Teachers and teaching assistants adapt their teaching skilfully to support pupils with SEND in class. This helps these pupils to progress well through the curriculum.

Leaders have established clear routines for pupils to follow. Pupils adhere to these routines well. Children in early years learn to take turns and share classroom resources. Pupils are able to concentrate on their learning because they settle quickly in lessons and behave calmly.

Pupils' wider personal development is a strength of the school. Leaders place a strong emphasis on promoting pupils' physical and mental health. The personal, social and health education curriculum provides pupils with age-appropriate information regarding relationships education and health education. Pupils learn about concepts that are part of life in modern Britain. For example, they learn about democracy and the rule of law. Pupils find out about different religions. Leaders and staff encourage pupils to be respectful towards, and tolerant of, other people.

Staff work effectively together as a cohesive team. They feel well supported by leaders, who are mindful of staff's workload. Staff reported that leaders are approachable and work collaboratively with them. Staff morale is high.

Governors are committed and passionate about the school. They have a strong knowledge of its workings. They hold leaders to account effectively for the quality of education, including the development of the curriculum. Governors are aware of their statutory responsibilities and carry out their duties well.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of vigilance in the school. Leaders have trained staff thoroughly. Staff know how to spot the signs that a pupil may be at risk of harm. They report any concerns that they may have about a pupil promptly. Leaders are tenacious in following up these concerns.

Leaders work effectively with external agencies to ensure that vulnerable pupils and their families get the support that they need. Pupils learn how to keep themselves safe, including when online. They find out about risks they may face in the community, such as when crossing the road to go the dining hall.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders have not yet finalised the curriculum in a small number of foundation subjects at key stage 2. They have not defined all of the essential subject knowledge that pupils need to learn. This is hindering some pupils from learning as well as they should. Leaders should identify the important knowledge and skills that key stage 2 pupils should learn in these subjects.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2014.

## 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

<b>Unique reference number</b>	119428
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10290059
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	132
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Aizlewood
<b>Headteacher</b>	Jillian Cockings
<b>Website</b>	<a href="http://www.simonstonest-peters-ce.co.uk">www.simonstonest-peters-ce.co.uk</a>
<b>Date of previous inspection</b>	3 May 2018, under section 8 of the Education Act 2005

## Information about this school

- This is a Church of England primary school in the Diocese of Blackburn. The most recent section 48 inspection for schools of a religious character was in March 2022.
- Since the previous inspection, a new headteacher and deputy headteacher have been appointed.
- School leaders do not make use of alternative provision.

## Information about this inspection

- This was the first routine inspection the school 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.
- Inspectors spoke with the headteacher, the deputy headteacher, subject leaders, staff, members of the governing body, a representative of the local authority and a representative of the Diocese of Blackburn.
- Inspectors spoke to many pupils about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at breaktimes.

- Inspectors reviewed a wide range of evidence, including leaders' self-evaluation document and improvement plans. They also reviewed minutes of governing body meetings.
- Inspectors checked the school's safeguarding policies and procedures and the single central record. Inspectors met with leaders, staff and pupils to check the effectiveness of leaders' safeguarding arrangements.
- Inspectors carried out deep dives in early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, and spoke to some pupils about their learning and looked at samples of pupils' work. An inspector observed pupils reading to a familiar member of staff.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors considered the responses to Ofsted Parent View and the responses to Ofsted's staff and pupil surveys. An inspector spoke with parents and carers before the start of the school day to gather their views.

### **Inspection team**

Ahmed Marikar, lead inspector

His Majesty's Inspector

Sue Eastwood

His Majesty's Inspector

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