

# Inspection of a school judged good for overall effectiveness before September 2024: St Simon and St Jude CofE Primary School

Astley Road, Leicester LE9 7AE

---

Inspection dates: 11 and 12 February 2025

## Outcome

St Simon and St Jude CofE Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Rebecca Dolby-Molson. This school is part of Rise Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Dave Ellison-Lee, and overseen by a board of trustees, chaired by Stephen Adshead.

## What is it like to attend this school?

St Simon and St Jude CofE Primary School has high expectations of the achievement and behaviour of pupils, including those with special educational needs and/or disabilities (SEND). Pupils meet these expectations and, as a result, they focus on their learning and achieve well. Pupils are happy and enjoy attending this school. They know who to talk to if they have any worries.

The school celebrates success and hard work. Pupils are keen to display positive attitudes to their learning. Behaviour is excellent throughout the school. Pupils who find it harder to meet the school's expectations for behaviour are provided with the help that they need. Pupils show respect for each other. They greet visitors warmly.

The school prioritises the personal development of pupils. Pupils develop as individuals through leadership roles such as house captains, well-being ambassadors and sports leaders. They access a wide range of extra-curricular activities and community projects. Pupils develop their skills and interests in sports, music and art beyond the curriculum.

The school considers the well-being of pupils. Pupils benefit from the mental health support the school provides. The school teaches pupils how to reflect on their emotions and behaviour. As a result, pupils learn to become resilient and to try their hardest.

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

The school has developed an ambitious and well-planned curriculum for all pupils. The curriculum sets out the important knowledge that pupils need to learn and the order in which they should learn it. As a result, pupils build their knowledge and skills progressively from early years to the end of Year 6. Teachers introduce new learning effectively. They focus on ensuring pupils learn and use new vocabulary accurately. Teachers check to make sure pupils' learning is secure before moving on. Pupils are challenged by the work they are given. For example, in history in Year 6, pupils learn how the decisions made at the end of the First World War led to the rise of the Nazis. Pupils have a good recall of what they have learned across the curriculum. Pupils produce work of a high standard and achieve well.

The school identifies pupils with SEND as soon as possible. Plans to support their learning are clear and teachers use the plans well. Pupils with SEND access the full curriculum. Teachers adapt their teaching to meet these pupils' needs. Consequently, they achieve well. The school seeks appropriate advice from external agencies to support pupils' specific needs.

Reading is a priority at this school. Staff receive valuable training to teach pupils to read. As a result, children in Reception and Year 1 are taught phonics effectively. The books pupils are given carefully match the sounds pupils learn. Leaders identify pupils who may be falling behind in their reading. These pupils receive extra support to catch up. Pupils read carefully chosen, engaging texts in their English lessons. This helps them develop their knowledge of different genres of fiction as well as non-fiction. Pupils practise reading regularly to become fluent readers.

The school has developed a well-sequenced early years curriculum, which ensures children are ready for their next phase of learning. Staff assess children regularly to identify their needs. There is a sharp focus on developing children's communication and language. Children enjoy learning through well-planned and well-resourced activities. They play happily together and demonstrate well-developed social skills.

The school teaches pupils to take responsibility for their own behaviour. Pupils know rules exist to create an environment in which they can learn. Staff know pupils and their families well. They work closely with families to promote regular attendance. However, some pupils are absent from school too often. There is rigour in the way the school and trust work together to manage attendance, making their expectations clear to all parents. This is beginning to have an impact.

The school's provision for pupils' personal development provides them with many rich experiences. There is a strong focus on developing pupils' confidence and character. Pupils understand fundamental British values. Pupils learn to respect and celebrate differences in others. They learn about different cultures and religions. Pupils learn how to debate important issues. They learn about physical and emotional health and age-appropriate relationships. Pupils understand how to become responsible citizens.

Trust leaders and the local governing board are very well informed about the work of the school. Trustees and local governors hold leaders accountable but also support them to bring about improvements in the school. Staff are proud to work at the school. Most feel leaders consider their well-being and workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some pupils do not attend school regularly enough. As a result, they do not benefit from the curriculum and wider experiences offered by the school. The school should ensure that those pupils who require it receive the necessary support to enable them to attend regularly.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be good for overall effectiveness in June 2019.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	139200
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10347556
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	149
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Stephen Adshead
<b>CEO of the trust</b>	Dave Ellison-Lee
<b>Headteacher</b>	Rebecca Dolby-Molson
<b>Website</b>	<a href="http://www.stsimonandstjude.leics.sch.uk">www.stsimonandstjude.leics.sch.uk</a>
<b>Dates of previous inspection</b>	25 and 26 June 2019, under section 5 of the Education Act 2005

## Information about this school

- St Simon and St Jude CofE Primary School joined Rise Multi Academy Trust in March 2013.
- St Simon and St Jude CofE Primary School is a Church of England school. In May 2019, the school received its Statutory Inspection of Anglican and Methodist Schools visit. The next inspection is likely to take place within the next two academic years.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector held meetings with trust leaders and with the executive headteacher and head of school.
- The inspector visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector listened to pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- The inspector took account of the responses to the online survey for parents, Ofsted Parent View, and the survey for staff.

### **Inspection team**

Stephen Long, 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025