

St Clare's Catholic Primary School, Preston

Address: Sharoe Green Lane North, Fulwood, Preston, Lancashire, PR2 9HH

Unique reference number (URN): 149313

Inspection report: 10 March 2026

Exceptional	
Strong standard	● ● ● ●
Expected standard	● ● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils progress extremely well through the curriculum from the early years to Year 6. Leaders' high expectations are reflected in published test results that demonstrate pupils achieve above national expectations.

Pupils, including those who face barriers to learning, present their work with pride and increasing independence as they grow. For example, they write balanced arguments and thoughtfully evaluate the achievements of historical figures such as Alfred the Great. In topics such as the Stone Age, pupils describe what they see in photographs and then draw conclusions from this evidence.

Pupils of all ages demonstrate an impressive depth of understanding when talking about their learning. Older pupils draw on their learning to compare similarities and differences between North and South America. They confidently speak about making informed decisions on issues such as vaping and alcohol. They are exceedingly well prepared for their next steps in education.

Attendance and behaviour

Strong standard ●

Leaders strive relentlessly to maintain high attendance for all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). This enables pupils to flourish academically and socially. Leaders scrutinise information about attendance. They work in partnership with parents and carers and they consult with pupil leaders about appropriate incentives. For example, they introduced 'fun Fridays' and consistent rewards, which have successfully addressed negative trends. Pupils arrive at school on time. They understand why attendance is important. Staff know the children well. This enables them to address any concerns about absences swiftly, using highly effective pastoral support for families.

Leaders have created a consistently calm, respectful and positive learning environment across school. Staff follow the school's behaviour policy consistently. They deal with any sub-standard behaviour swiftly and sensitively. As a result, bullying is rare. Pupils are highly motivated and enthusiastic about their school. They show tolerance and celebrate each other's strengths. Pupils know that leaders listen to their opinions. Pupils, including those with SEND and those who face other difficulties, display consistently positive behaviour. They take turns, play well together, respect difference and genuinely care for each other. They focus on their work and demonstrate high levels of independent learning.

Leadership and governance

Strong standard ●

Leaders know their school extremely well. They use this oversight to make informed decisions about what to prioritise next in their steadfast drive for continual improvement. Leaders have established a culture of high expectations through modelling positive, professional practice and behaviour.

Those responsible for governance are knowledgeable and bring a wide range of skills to their roles. They are very proud of the school's multi-cultural make up and of pupils' achievements. Governors root their decisions in the best interests of pupils, particularly those with special educational needs and/or disabilities (SEND) and those who face other barriers to learning. Trust leaders allocate resources in ways that empower governors and senior leaders to make decisions rooted in their thorough understanding of the community. Both governors and trust leaders are united in supporting staff wellbeing and workload while providing appropriate challenge to hold leaders to account.

Staff appreciate the professional learning programme that helps them to develop in their roles. The trust provides a wide range of training and development opportunities through learning communities and steering groups. These also serve as valuable networking opportunities. Staff take responsibility for their own learning and pupils benefit significantly from this. Staff report that they feel listened to, and that leaders are always mindful of their workload and wellbeing.

Parents and carers, including those of pupils with SEND, are overwhelmingly positive about the school. Parents say that staff genuinely care, listen to every child and parent, and work in partnership with families.

Personal development and wellbeing

Strong standard ●

The school provides an extensive, well-thought-out programme of personal development that is tailored to the school's context. For example, leaders ensure that every pupil represents the school through sporting events and musical or drama performances. Pupils learn about healthy and unhealthy relationships and what it means to be a good friend. They learn how to keep themselves physically and mentally healthy and how to stay safe online.

Pupils demonstrate respect for difference and have a mature understanding of other people's needs. They learn about diversity through the curriculum and speak thoughtfully about similarities and differences between religions and cultures, such as comparing Ramadan and Lent. Pupils confidently discuss issues such as racism and show an excellent grasp of concepts such as tolerance, respect and equality.

Care is taken to ensure that pupils with barriers to learning are well represented in leadership roles. Through these roles, pupils work with staff and governors to make meaningful changes, such as improving the lunch menu, developing a mini-bus library and securing safer parent parking at the church. They also lead sustainability projects, including promoting wildlife in their outdoor school.

The school offers a rich programme of trips, visits and experiences that bring learning to life. Pupils go to a synagogue and a mosque. They talk excitedly about visiting the zoo and a local cotton mill, and of their residential trips to outdoor pursuits centres. These experiences broaden pupils' horizons and deepen their understanding of different cultures and beliefs.

Pupils enjoy a vast range of extra-curricular clubs such as karate, dance, reading and sustainability. Leaders plan these experiences carefully around other school planned routines. Leaders track participation closely to ensure that the most vulnerable pupils

benefit. Pupils' feedback on clubs and opportunities is regularly sought, and provision is adapted in response.

Expected standard

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching. They have embedded a well designed curriculum, which starts in the Nursery, and builds year by year. Subject leaders take a rigorous approach to reviewing and refining the curriculum, identifying key knowledge and vocabulary that they intend pupils to learn.

Leaders prioritise basic skills in learning, such as early reading and writing. A systematic phonics programme is delivered consistently well. This helps the many pupils who speak English as an additional language to make rapid progress. The school's push to foster pupils' enjoyment of reading involves high-quality texts, such as plays by Shakespeare, and classroom doors decorated as book covers. This is having a clear impact, with pupils excited to talk about their books.

Staff receive high-quality training so that they have the knowledge and skills they need to deliver the curriculum confidently. Typically, staff deliver effective lessons. They explain learning tasks clearly and break them down into smaller steps, helping pupils with special educational needs and/or disabilities to access tasks successfully. On occasion, however, staff do not take pupils' stages of learning into account when they choose what to teach and how. This includes those who need to catch up with earlier skills. Consequently, a minority of pupils do not make as much progress as they could.

Early years

Expected standard 

Children get off to a positive start in the early years. Leaders have embedded an engaging curriculum with key knowledge, skills and vocabulary identified. There is a clear focus on developing children's communication and language skills.

Children are happy and settled and engage enthusiastically with the activities on offer. They enjoy sharing books and listening to stories, which helps them be ready to learn phonics. Relationships are warm and the room buzzes with high-quality interactions and interesting conversations. Children increasingly manage their own personal needs and gain independence.

Leaders identify where children may have gaps in their understanding. For example, leaders identified that some children had very limited experience and understanding of the natural world, so organised a trip to a farm. Children then used this experience in their imaginative play, independently choosing to use bricks to build a farmyard and discussing with their friends what animals they might see. This demonstrates the positive impact of the curriculum on children's imaginations and understanding of the world around them.

Leaders and staff engage parents and carers successfully. They work in a positive partnership in the best interests of children. By the end of the Reception Year, children are well prepared for Year 1.

Inclusion

Expected standard 

Leaders are responsive in their decision-making, adapting thoughtfully to the changing picture of pupils' needs at the school. They set high expectations for all pupils, including those with special educational needs and/or disabilities (SEND) and those who face other barriers. Leaders are resolute in ensuring that these pupils participate in all aspects of school life. Pupils' needs are identified quickly and accurately through a staged approach, in which parents and carers are fully involved.

Professionals from outside school, such as speech and language therapists and educational psychologists, provide leaders with specialist advice where appropriate. Staff receive relevant training and guidance to implement these approaches effectively. Staff adapt their practice as needed. For example, they provide small group interventions, movement breaks and resources, such as wobble cushions and pencil grips. These support pupils' regulation and readiness to learn.

Additional funding is used effectively. Leaders track the progress of disadvantaged pupils and those with SEND closely. They use this information to shape future teaching for these pupils and to check how effective the pupil premium strategy is. However, on occasions, the monitoring systems that leaders use are slightly disjointed. Consequently, in these instances, staff do not have complete clarity about the next steps in teaching for these pupils.

What it's like to be a pupil at this school

Pupils come into St Clare's happy and eager to find out what each day holds. They are warmly greeted by staff at the door each morning and settle quickly to their tasks. From the moment pupils join the school, staff take time to get to know them well. As a result, pupils, including those who face barriers to their learning, feel safe, valued and well cared for. Pupils are confident that there is always a trusted adult available to support them if they need it.

Behaviour across the school is exemplary. Pupils enjoy learning and approach each lesson with curiosity. Those with special educational needs and/or disabilities (SEND) make commendable progress from where they begin. Pupils work hard in lessons and achieve extremely well. They are thoroughly prepared for whatever comes next in their learning journey.

Pupils talk enthusiastically about the opportunities they enjoy, such as their outdoor learning sessions and spending time with their school dog, Blu. Disruption to learning is rare because pupils understand leaders' high expectations and respond positively to them. Pupils say that bullying seldom happens and they trust that adults will deal with any concerns they have swiftly and effectively. High attendance rates reflect pupils' positive attitudes towards school.

Pupils play an active role in the life of the school. Older pupils are confident socially and rightly proud to show off their school. They act as role models to younger pupils, taking on a wide range of leadership roles. Pupils are elected democratically to positions on the school and sports councils and as road safety ambassadors. This helps to prepare them for life beyond school.

Parents and carers, including those of pupils with SEND, speak very positively about the school. They say that staff genuinely care and ensure every child and family feels listened to.

Next steps

- Leaders should further refine their systems to measure the progress that pupils with barriers to learning, including those with special educational needs and/or disabilities, make in order to better inform the next steps in their learning.
 - Leaders should further support staff to consistently make effective choices about what to teach, and when and how to teach it, including in the early years.
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About this inspection

This school is part of Mater Ecclesiae Catholic 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), Peter Duffy, and overseen by a board of trustees, chaired by Roger Mason.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior leaders and staff. They also met with members of the governing board, including the chair of governors, the chair of trustees, the CEO and other trust leaders.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. The school's last section 48 inspection was in April 2023.

The school does not currently use alternative provision.

Headteacher: Rosalie Wroblewski

Lead inspector:

Ruth Moran, His Majesty's Inspector

Team inspectors:

Sarah Gower-Jones, Ofsted Inspector

Ruth Baldwin, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 March 2026

School and pupil context

Total pupils

279

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

252

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

8.27%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.79%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

1.08%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (revised)	74%	62%	Above
2023/24 (final)	81%	61%	Above
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (revised)	83%	75%	Above
2023/24 (final)	86%	74%	Above
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (revised)	83%	72%	Above
2023/24 (final)	95%	72%	Above
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (revised)	94%	74%	Above
2023/24 (final)	89%	73%	Above
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.2%	5.2%	Close to average
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	4.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.8%	13.3%	Close to average
2023/24 (3 term)	8.5%	14.6%	Below
2022/23 (3 term)	5.0%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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