



St Peter's CofE Primary School

Address: Cartmel Avenue, Accrington, Lancashire, BB5 0NW

Unique reference number (URN): 119386

Inspection report: 21 April 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.

Expected standard

Attendance and behaviour

Expected standard 

Leaders prioritise attendance. They use their knowledge of the community to support families effectively in removing barriers to attendance. For example, initiatives such as 'Walk on Wednesdays' and the daily 'wake and shake' support pupils to attend school regularly and on time. Leaders closely analyse attendance patterns. This helps them to intervene early. Leaders support families, but they also set high expectations for attendance. For example, attendance contracts set clear expectations and targets for improvement. As a result, pupils' attendance has improved and is now in line with national averages. Although the proportion of pupils who are persistently absent is still above the national average, this is reducing over time.

Leaders have established commonly understood routines and behaviour expectations. Classrooms are calm and focused places where pupils can concentrate. From the early years onwards, pupils develop positive attitudes to their learning. They have a secure understanding of what bullying is. They state it is very rare. However, pupils have confidence in leaders to address incidents quickly and effectively. Staff use carefully selected approaches to support some pupils who need additional support with behaviour. The curriculum supports these pupils in recognising their emotions and how to deal with them appropriately.

Curriculum and teaching

Expected standard 

Leaders have recently prioritised improvements to the curriculum so pupils secure strong foundations in their learning. Teaching is successful in building pupils' reading and mathematics knowledge. Leaders have identified that handwriting is a barrier to pupils' writing stamina. The teaching of handwriting is beginning to improve, but it is variable across some classes in Years 3 to 6.

The curriculum beyond English and mathematics is well designed. There are clear end points for pupils to reach in their learning. This means that teachers know what to teach and when this should happen.

Staff are skilled in adapting their teaching for pupils with special educational needs and/or disabilities so that they can access the curriculum.

Early years

Expected standard 

Children in the early years develop a thirst for learning. The environment is well designed and resourced. Children benefit from purposeful play and exploration, indoors and outside. The curriculum in the early years prioritises children's communication and language. Leaders have carefully considered the community when designing the curriculum. As a result, children benefit from rich experiences. This is especially the case in outdoor learning, where children develop their independence and have opportunities to be inquisitive and explore, such as when mixing coloured paints. Staff use questions to prompt children's

thinking and teach them new and unfamiliar vocabulary. This helps develop children's confidence when speaking, learning and playing.

Leaders ensure children secure the foundations for their future learning. As a result, they typically achieve well and are ready for Year 1 and beyond. Children develop the knowledge they need to read, write and use numbers. Staff make sure children have many opportunities to practise these skills so they become increasingly confident. The phonics programme supports children to become proficient readers. Children enjoy hearing stories and take delight in learning new words.

Leaders and staff forge positive and supportive relationships with parents and carers. They know children's needs and provide support and care that helps them to thrive.

Inclusion

Expected standard 

In this small school, leaders know their pupils and families well. Leaders swiftly and accurately identify pupils' needs. They have ensured that the curriculum supports pupils who speak English as an additional language effectively. The curriculum gives pupils ample opportunities to speak, listen and learn new vocabulary. This enables pupils who are learning English to access lessons confidently. Leaders work effectively with parents and carers to ensure that pupils have the right support when they need it most. Leaders check the impact of this support regularly to make sure it is helping pupils to thrive.

Leaders work closely with a range of external professionals and specialists to provide the right support for pupils with special educational needs and/or disabilities (SEND). Staff receive high-quality training so they understand how to best support these pupils. As a result, staff reduce barriers to learning so pupils with SEND can access the full curriculum and engage in wider school activities.

Leaders understand the challenges that some disadvantaged pupils face. They use additional funding carefully and in pupils' best interests. This is particularly the case in supporting disadvantaged pupils' social and emotional needs. Disadvantaged pupils make good use of the clubs and trips on offer. As a result, pupils are included fully and their engagement is high.

Leadership and governance

Expected standard 

Leaders have created a united community. Staff are proud to work at this school and value the care that leaders provide for their workload and wellbeing. Leaders ensure that new staff settle quickly within their roles and have the knowledge they need to teach effectively. Leaders provide high-quality professional development. They are outward facing in accessing professional development suited to the school's needs. Most recently, this has focused on improving the teaching of reading and writing, including pupils' handwriting. Staff appreciate this support. It helps them to be successful in their roles. As a result, teaching has improved.

Leaders, including governors, are unwavering in their commitment to meeting the needs of pupils, including those who are disadvantaged and pupils with special educational needs and/or disabilities. Governors closely monitor the impact the school's work has on all pupils.

They understand and fulfil their statutory duties with confidence. Those responsible for governance support leaders in ensuring the school has appropriate resources and provision to support pupils who have barriers to their learning. For example, they have strengthened the pastoral team. Governors seek further external assurances about how well the school is performing. They engage in appropriate training to strengthen their challenge of leaders.

Parents and carers speak very highly of the school. They believe pupils' best interests are always at the heart of leaders' decisions. Parents value being part of the school community.

Personal development and wellbeing

Expected standard 

Leaders have designed a coherent and progressive programme to promote pupils' personal development and wellbeing. At the heart of this offer is a clear focus on preparing pupils for the wider world around them. Pupils develop a secure understanding of their own mental health and wellbeing. Leaders partner with charities to bring learning alive for pupils. For example, the 'Speak out. Stay safe' initiative taught pupils the importance of respectful, healthy relationships and staying safe online.

Pupils celebrate difference. They recognise that everyone is unique. The curriculum opens pupils' eyes to the world around them. For example, 'courageous advocates', woven throughout the curriculum, teach pupils about people who have shaped society. This supports pupils in developing an understanding of fundamental British values, such as respect and tolerance.

Leaders provide a range of clubs which develop pupils' talents and interests. For example, some participate in sports, while others develop skills across the arts. Leaders meticulously track the uptake of clubs. Where pupils may not initially engage, leaders take steps to remove barriers and provide alternative opportunities, such as opportunities at the local secondary school during the school day. As a result, participation in clubs is high. Pupils also benefit from a wide range of visits, including residential, which build vital characteristics such as resilience.

Pupils are proud of their leadership roles. They take great joy in contributing to their school community. Road safety advocates promote and support the school's 'walking bus'. Wellbeing Warriors are committed to spreading peace and happiness through school. Alongside the pastoral offer, this helps pupils to feel a strong sense of belonging.

Needs attention

Achievement

Needs attention 

Over time, pupils have not secured the knowledge that they need in reading and writing well enough. As a result, pupils' attainment in reading and writing by the end of Year 6 remained below the national average in 2025. This has hampered their readiness for the next stages of their education.

Leaders have recently taken decisive steps to improve pupils' achievement in reading and writing. This is having the greatest impact in the early years and key stage 1. However, this is less apparent in key stage 2. This is because older pupils did not receive the same high-quality curriculum that is in place now. Gaps exist in older pupils' learning. Staff are beginning to address these gaps. Even so, these deficits in learning limit how well pupils learn. Mostly, pupils achieve well in subjects other than English. However, at times their stamina and control in writing are a barrier to their learning in the wider curriculum.

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

Pupils are proud of their school. They feel a strong sense of belonging. Leaders have an astute knowledge of individual pupils, their families and the community that the school serves. Leaders use this knowledge to identify the barriers that some pupils face to their learning and wellbeing. This is particularly the case for pupils with special educational needs and/or disabilities and those who are disadvantaged. These pupils receive the support that they need in lessons. This helps them to progress well through the curriculum. If pupils need extra support for their wellbeing, this help is closely matched to their individual needs. For example, 'ask it baskets' help pupils to access support from a trusted adult. Pupils feel safe and are well known at St Peter's.

Pupils are enthusiastic about their learning. There is a broad and ambitious curriculum for pupils to study. Recently, leaders have made improvements to the English curriculum. As a result, pupils' knowledge in reading and writing is beginning to improve. However, older pupils have gaps in their learning which are not being addressed quickly enough. This hinders their success. The curriculum extends to provide pupils with broader experiences. For example, the family learning opportunities mean that pupils and their parents and carers have the chance to learn side by side. Such events develop pupils' understanding of nutrition.

Pupils behave well in school. Routines are established from the start of the early years. These help children to settle into school quickly. Pupils are eager to participate in lessons. They play together harmoniously and make excellent use of the well-equipped outdoor environment. This promotes pupils' teamwork skills. Bullying is rare. However, if it does happen, leaders will deal with such incidents well. Leaders have prioritised attendance. They take steps to reduce the barriers that prevent some pupils from attending school regularly. As a result, rates of absence are reducing.

Next steps

- Leaders should ensure that the recently introduced approach to securing foundational knowledge in writing is followed consistently well so that all pupils, especially older pupils, have the basic skills that they need to be successful and ready for the next stage of their education.
- Leaders should continue to embed their systems for prompting regular attendance so that pupils' attendance rates continue to rise and the proportion of pupils who are persistently

absent reduces.

About this inspection

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.

This school is registered as having a Christian religious character. It is in the Diocese of Blackburn. Its last section 48 inspection was January 2024.

The school currently uses no alternative provision.

The chair of the board of governors in this school is Peter Williams.

Inspectors spoke with school leaders, governors, parents and/or carers, representatives from the local authority and Diocese during the inspection.

Headteacher: Emma Moss

Lead inspector:

Elliot Costas-Walker, His Majesty's Inspector

Team inspector:

Tracy Beaty, Ofsted 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 21 April 2026

School and pupil context

Total pupils

130

Below 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

210

Below 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)

53.08%

Well above 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

9.23%

Well above 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

17.69%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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 | 56% | 61% | Close to average |
| 2024/25 (revised) | 50% | 62% | Below |
| 2023/24 (final) | 43% | 61% | Below |
| 2022/23 (final) | 75% | 60% | Above |

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 | 66% | 74% | Below |
| 2024/25 (revised) | 61% | 75% | Below |
| 2023/24 (final) | 57% | 74% | Below |
| 2022/23 (final) | 80% | 73% | Above |

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% | 72% | Close to average |
| 2024/25 (revised) | 56% | 72% | Below |
| 2023/24 (final) | 78% | 72% | Close to average |
| 2022/23 (final) | 80% | 71% | Above |

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 | 72% | 73% | Close to average |
| 2024/25 (revised) | 72% | 74% | Close to average |
| 2023/24 (final) | 57% | 73% | Below |
| 2022/23 (final) | 90% | 73% | Above |

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 | 38% | 46% | Close to average |
| 2024/25 (revised) | 36% | 47% | Close to average |
| 2023/24 (final) | 25% | 46% | Below |
| 2022/23 (final) | 57% | 44% | Above |

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 | 54% | 62% | Below |
| 2024/25 (revised) | 55% | 63% | Close to average |
| 2023/24 (final) | 50% | 62% | Below |
| 2022/23 (final) | 57% | 60% | Close to average |

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 | 58% | 59% | Close to average |
| 2024/25 (revised) | 45% | 59% | Below |
| 2023/24 (final) | 63% | 58% | Close to average |
| 2022/23 (final) | 71% | 58% | Above |

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 | 54% | 60% | Close to average |
| 2024/25 (revised) | 64% | 61% | Close to average |
| 2023/24 (final) | 25% | 59% | Below |
| 2022/23 (final) | 71% | 59% | Close to average |

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 | 38% | 68% | -29 pp |
| 2024/25 (revised) | 36% | 69% | -33 pp |
| 2023/24 (final) | 25% | 67% | -42 pp |
| 2022/23 (final) | 57% | 66% | -9 pp |

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 | 54% | 80% | -26 pp |
| 2024/25 (revised) | 55% | 81% | -26 pp |
| 2023/24 (final) | 50% | 80% | -30 pp |
| 2022/23 (final) | 57% | 78% | -21 pp |

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 | 58% | 78% | -20 pp |
| 2024/25 (revised) | 45% | 78% | -33 pp |
| 2023/24 (final) | 63% | 78% | -15 pp |

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 71% | 77% | -6 pp |

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 | 54% | 80% | -26 pp |
| 2024/25 (revised) | 64% | 81% | -17 pp |
| 2023/24 (final) | 25% | 79% | -54 pp |
| 2022/23 (final) | 71% | 79% | -8 pp |

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) | 8.1% | 5.2% | Above |
| 2023/24 (3 term) | 6.9% | 5.5% | Above |
| 2022/23 (3 term) | 8.8% | 5.9% | Above |

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) | 22.2% | 13.3% | Above |
| 2023/24 (3 term) | 23.3% | 14.6% | Above |
| 2022/23 (3 term) | 32.8% | 16.2% | Above |

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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