

# Oswaldtwistle St Andrew's Church of England Primary School

Address: Springfield Street, Oswaldtwistle, Accrington, Lancashire, BB5 3LG

Unique reference number (URN): 119413

## Inspection report: 6 January 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

### Early years

Expected standard 

Children make a positive start in the early years. They learn the rules and routines set by staff right from the outset. The school communicates effectively with parents and carers, which helps children settle into school life successfully. This is further supported by the work leaders do with the nursery settings that children arrive from.

There is a focus on children securing the key knowledge that is set out in the curriculum. Children are supported in developing the coordination and skills they need to start using mark-making resources with increased accuracy. Staff help children to develop their mark marking into being able to write different letters. There is a focus on helping children learn the different sounds that letters make. Children read books that are closely matched to the sounds that they know. Enjoyment of books is also reinforced through the range of stories that staff share with children.

Typically, staff support children well in learning and using new words. Staff generally design learning activities that help children build on what they already know. This helps children to make positive progress from their starting points. In the main, children leave the early years suitably prepared for the demands of Year 1.

### Inclusion

Expected standard 

The school quickly identifies additional needs and barriers to learning for pupils with special educational needs and/or disabilities (SEND). Leaders have responded well to the more varied range of needs that pupils join the school with. They work closely with parents and carers and have been proactive in seeking further specialist support where needed. This includes providing appropriate training and support for staff. Teachers use this training and what they know about pupils' needs to adapt their teaching appropriately. Some staff provide extra bespoke sessions for pupils to help them progress from their starting points. In the majority of cases, leaders appropriately monitor the impact of the support that is in place for pupils with SEND.

Pupils known to or previously known to social care, as well as disadvantaged pupils, benefit from the support they receive from the school. For example, leaders use the expertise of therapists, who come into the school on a regular basis to help pupils. They provide focused emotional wellbeing support for these pupils and for others when it is needed. Leaders ensure that pupil premium funding is used well to provide the extra help that some disadvantaged pupils need, for example in developing their speech and language skills.

### Personal development and wellbeing

Expected standard 

Pupils, including those who are disadvantaged, benefit from a carefully considered approach to their personal development and wellbeing. In the early years, children are supported well to develop their independence. They are taught the importance of personal hygiene and self-care. For example, they learn about the need to brush their teeth regularly. Leaders also ensure that children who join the school get registered with a local dentist.

Pupils develop an understanding of important moral values, such as knowing right from wrong. Typically, pupils begin to develop their understanding of and respect for important British values. They learn the importance of leading a healthy lifestyle, which is further supported through the school's links with a local football club. Pupils understand how certain lifestyle choices can have a negative effect on their mental wellbeing. Pupils develop an understanding of what makes a healthy relationship and how to manage different risks in the community. For example, pupils revisit key aspects of road safety as they move through the school. As they get older, this includes how to use a bicycle safely when they are out in the community.

The school contributes positively to the local community, such as when pupils visit a local care home to help decorate its Christmas tree. Pupils demonstrate tolerance and respect when considering people's differences. They visit different places of worship to further broaden their knowledge of religions and beliefs.

Clubs such as choir, darts and crafts provide pupils with further opportunities to develop their talents and interests. Pupils enjoy a range of visits, such as those to the zoo, residential trips and places of local historical significance.

The school is effective at identifying and responding to pupils' changing needs. Carefully considered pastoral support provides tailored help and guidance for pupils and their families during times of need.

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## **Needs attention** ●

### **Achievement**

**Needs attention** ●

Across key stages 1 and 2, a number of pupils do not achieve as well as they should in writing. Furthermore, by the end of Year 6, too few pupils gain the knowledge they need in reading, writing and mathematics. For example, pupils' outcomes in national tests have been below the national average over several years. Consequently, some pupils are not as well prepared for the demands of secondary school as they should be.

Since the last inspection, leaders have ensured that more pupils achieve the expected standard in phonics by the end of key stage 1. Typically, pupils join Year 3 with the reading knowledge they need to access the curriculum.

Pupils' learning across subjects in the wider curriculum is varied. In some subjects, changes to the curriculum have helped pupils deepen their knowledge and understanding. However, there remain subjects where pupils do not learn as well as they could.

### **Attendance and behaviour**

**Needs attention** ●

Over the past 3 years, too many pupils have not attended school often enough. A number of pupils are persistently absent from school, which impacts on how well they learn. While attendance rates have marginally improved over the past 3 years, they have consistently remained below the national average. Leaders have recently put in place systems that allow

them to track and monitor the attendance of different groups of pupils with greater detail. However, these systems are at an early stage of being used and are yet to have an impact on significantly reducing rates of absence.

Leaders have created an orderly, safe environment where pupils are able to focus on their learning in class. Pupils typically have a positive attitude towards their learning. They know the school's values. Pupils demonstrate this in their interactions with others as they work and play. Staff in the early years help children to understand the importance of sharing and taking turns. Pupils show respect towards others, which helps to create a school where bullying or discrimination are not tolerated. Caring staff provide effective support for those pupils who struggle to manage their emotions.

## **Curriculum and teaching**

**Needs attention** 

A number of pupils in key stage 1 and key stage 2 have gaps in their writing knowledge and skills. Some of these are not picked up and addressed quickly enough. At times, writing activities are not suitably focused on helping pupils to secure the knowledge they need. In mathematics, leaders are beginning to ensure that gaps in knowledge are more readily identified and addressed.

Leaders have established an effective approach to the teaching of phonics in the early years and key stage 1. Here, leaders ensure that staff have the subject knowledge they need to teach phonics consistently well. Staff carefully check on what pupils know and address any gaps that they may have. This positive start continues as pupils move to key stage 2.

The quality of the wider curriculum is mixed. The reasons for this are varied. In some cases, the curriculum does not provide teachers with sufficient detail on what key knowledge they should prioritise in their teaching. That said, in subjects where there is a more detailed curriculum, some teachers do not deliver it as intended. At times, staff do not pick up and address pupils' misconceptions quickly enough.

Leaders have ensured that pupils with special educational needs and/or disabilities and those who are disadvantaged can access their learning. However, they experience the same inconsistencies in the quality of teaching as other pupils.

## **Leadership and governance**

**Needs attention** 

Leaders understand the strengths of the school and where improvements are needed. For some aspects of this, improvements have not taken place quickly enough. Since the previous inspection, turbulence in staffing has impacted some of the progress that the school has made. That said, leaders and governors have prioritised effectively how the needs of pupils with special educational needs and/or disabilities (SEND) are met. Collectively, they have responded in a timely manner to ensure that the changing needs of pupils with SEND are appropriately provided for in school. This has included staff accessing the right training to develop their expertise in supporting pupils with SEND.

Governors carry out their statutory duties effectively. However, there are times when their strategic oversight is not as informed as it could be. Some systems and processes in school do not provide governors with the range of information they need to support and challenge

leaders fully. This has contributed to the limited progress made in some areas of school improvement.

Early career teachers benefit from the guidance and training that is put in place for them by leaders. Staff are highly positive about working at the school. They value being part of the school community. Staff appreciate the actions that leaders take to listen to their feedback. Leaders' approach has had a positive impact on ensuring that staff have a manageable workload and feel supported.

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

Pupils develop a sense of belonging at this school in a range of different ways. One of these ways includes the opportunities to become a positive member of their school community. For example, the 'St Andrew's Asks' group allows pupils to contribute their views on how aspects of school life could be even better. Recent leadership opportunities, such as through being a pupil wellbeing ambassador, help pupils to understand how they can support their peers.

Pupils are kept safe and they trust that staff will help them with any worries they may have. Instances of bullying are very rare. On the occasions that it does occur, leaders deal with it quickly and effectively. Typically, behaviour in the playground and in classrooms is positive. Children in the Reception Year are supported well to quickly learn the importance of treating one another with kindness. Disadvantaged pupils and those with special educational needs and/or disabilities receive the support they need to learn alongside their classmates.

By the time they finish Year 6, too many pupils have not securely learned the important knowledge they need in reading, writing and mathematics. This hinders how well prepared they are for the next stage of their education. Some pupils' learning is also negatively impacted by their persistent absence from school. In subjects in the wider curriculum, pupils do not learn as well as they could. At times, they experience learning activities that do not help them build securely on what they already know. Teachers do not routinely identify and address gaps in pupils' knowledge in a timely manner.

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## **Next steps**

- Leaders should ensure that a high-quality curriculum and highly effective teaching are in place across the school. This is so pupils achieve well across the curriculum, including those achievements set out in published outcomes.
  - Leaders should ensure that their attendance strategy significantly reduces the number of pupils who are persistently absent from school.
  - Governors should ensure that they have the range and quality of information they need so that they can more effectively challenge and support school leaders in relation to school improvement priorities.
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## About this inspection

The chair of the board of governors in this school is Lucy Hamlin.

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.

The inspectors spoke with the headteacher, other school leaders and members of staff. The lead inspector spoke with members of the governing body, including the chair of governors. He also spoke with representatives of the local authority and the diocese.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

The school has undergone significant change since the last inspection. The school has appointed several new members of staff.

Headteacher: Christina Wilkinson

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### Lead inspector:

David Robinson, His Majesty's Inspector

### Team inspectors:

Christopher Metcalfe, Ofsted Inspector

Alex Keane, 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 6 January 2026

## School and pupil context

### Total pupils

**298**

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**

**315**

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)**

**36.24%**

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**

**1.68%**

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**

**12.08%**

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

### 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	41%	61%	Below
2024/25 (revised)	39%	62%	Below
2023/24 (final)	39%	61%	Below
2022/23 (final)	47%	60%	Below

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	66%	74%	Below
<b>2024/25 (revised)</b>	78%	75%	Close to average
<b>2023/24 (final)</b>	66%	74%	Below
<b>2022/23 (final)</b>	53%	73%	Below

### **Pupils reaching the expected standard in teacher-assessed writing**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	63%	72%	Below
<b>2024/25 (revised)</b>	39%	72%	Below
<b>2023/24 (final)</b>	70%	72%	Close to average
<b>2022/23 (final)</b>	79%	71%	Above

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	67%	73%	Below
<b>2024/25 (revised)</b>	66%	74%	Below
<b>2023/24 (final)</b>	61%	73%	Below
<b>2022/23 (final)</b>	74%	73%	Close to average

### **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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	35%	46%	Below
<b>2024/25 (revised)</b>	28%	47%	Below
<b>2023/24 (final)</b>	29%	46%	Below
<b>2022/23 (final)</b>	45%	44%	Close to average

### **Disadvantaged pupils reaching the expected standard in reading**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	67%	62%	Close to average
<b>2024/25 (revised)</b>	78%	63%	Above
<b>2023/24 (final)</b>	79%	62%	Above
<b>2022/23 (final)</b>	50%	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	52%	59%	Close to average
<b>2024/25 (revised)</b>	28%	59%	Below
<b>2023/24 (final)</b>	64%	58%	Close to average
<b>2022/23 (final)</b>	65%	58%	Close to average

### **Disadvantaged pupils reaching the expected standard in mathematics**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	58%	60%	Close to average
<b>2024/25 (revised)</b>	56%	61%	Close to average
<b>2023/24 (final)</b>	36%	59%	Below
<b>2022/23 (final)</b>	75%	59%	Above

### **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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	35%	68%	-33 pp
<b>2024/25 (revised)</b>	28%	69%	-41 pp
<b>2023/24 (final)</b>	29%	67%	-39 pp
<b>2022/23 (final)</b>	45%	66%	-21 pp

### **Disadvantaged pupils reaching the expected standard in reading**

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

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	67%	80%	-12 pp
<b>2024/25 (revised)</b>	78%	81%	-3 pp
<b>2023/24 (final)</b>	79%	80%	-1 pp
<b>2022/23 (final)</b>	50%	78%	-28 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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	52%	78%	-26 pp
<b>2024/25 (revised)</b>	28%	78%	-50 pp
<b>2023/24 (final)</b>	64%	78%	-13 pp

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2022/23 (final)</b>	65%	77%	-12 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

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

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	58%	80%	-22 pp
<b>2024/25 (revised)</b>	56%	81%	-25 pp
<b>2023/24 (final)</b>	36%	79%	-44 pp
<b>2022/23 (final)</b>	75%	79%	-4 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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (2 term)</b>	6.6%	5.2%	Above
<b>2023/24 (3 term)</b>	7.1%	5.5%	Above
<b>2022/23 (3 term)</b>	7.2%	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)	20.9%	13.3%	Above
2023/24 (3 term)	25.8%	14.6%	Above
2022/23 (3 term)	23.6%	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.

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