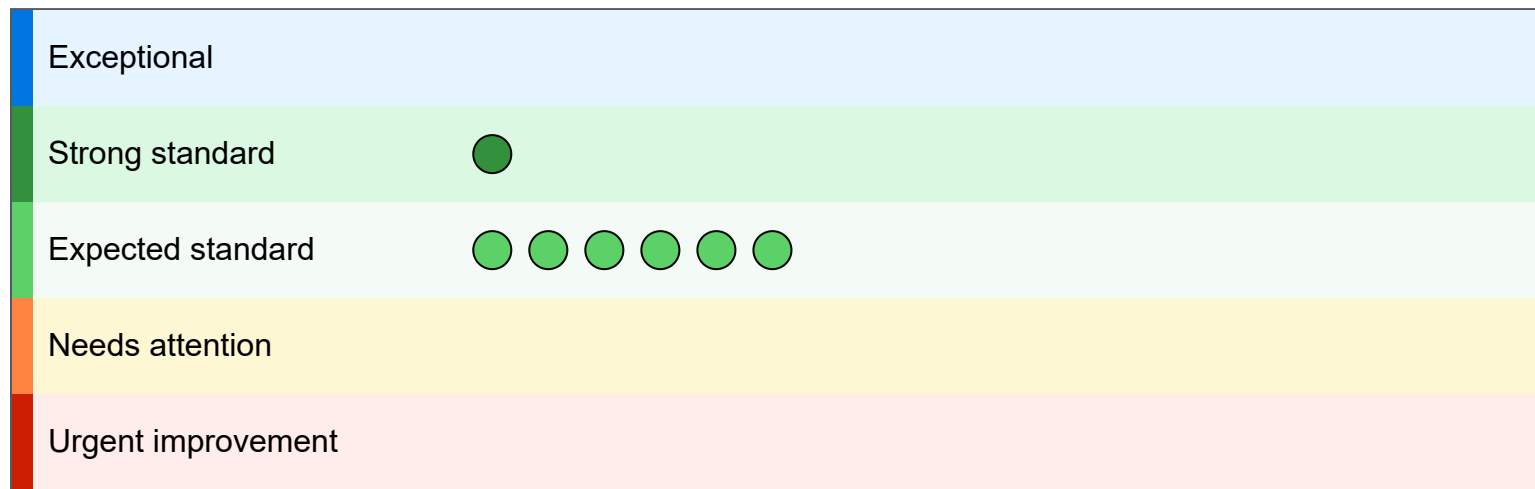


Oswaldtwistle St Paul's Church of England Primary School

Address: Union Road, Oswaldtwistle, Accrington, Lancashire, BB5 3DD

Unique reference number (URN): 119451

Inspection report: 13 January 2026



✔ **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 ●

Inclusion

Strong standard ●

Leaders work swiftly and decisively with other professionals and parents and carers to accurately identify barriers to learning or wellbeing that pupils might face. Pupils with special educational needs and/or disabilities, those who face disadvantage or who have joined school part way through their education are known extremely well by all staff. Leaders and staff use their considerable knowledge of pupils and their families to carefully shape support for pupils, including through highly effective use of the pupil premium funding. No matter what the barriers are, leaders take decisive and swift action to reduce and remove them. Sometimes this means giving additional support for families at home, such as providing school uniform or food vouchers. Leaders fully realise their ambition for all pupils to be well prepared for the next stage of their education.

Leaders prioritise a wide range of training that helps staff to ensure that pupils benefit from the right support. Adaptations are swiftly implemented and are precisely matched to pupils' needs. Through regular monitoring, leaders check the effectiveness of their actions to support pupils and make refinements where needed. As a result, pupils make sustained progress through the curriculum and achieve well from their varied starting points.

Expected standard ●

Achievement

Expected standard ●

Overall, pupils typically achieve well across the curriculum. In general, they secure essential knowledge and skills in reading, writing and mathematics. In a few subjects, pupils sometimes struggle to recall what they have been taught. Pupils who face disadvantage achieve as well as their peers nationally in key stage 2 reading and mathematics tests. Although published outcomes in phonics are below outcomes nationally, leaders have taken effective action to improve this, and this continues to be a priority. Phonics outcomes have risen as a result. Pupils become confident readers and achieve similarly to pupils nationally in reading at the end of Year 6.

Published outcomes in key stage 2 writing are below the national average. However, some pupils join school late in their education. Pupils who benefit from having all or most of their education in this school achieve broadly average outcomes in writing. Outcomes in writing for all pupils have improved year on year. Pupils are typically well prepared for the next steps in their education.

Attendance and behaviour

Expected standard ●

Leaders take highly effective action to remove barriers to attendance, and persistent absence has reduced considerably. In the early years, staff help parents and carers and children to establish habits and routines needed for positive attendance. A small number of pupils face unavoidable challenges that impact their attendance and the school's overall

attendance. Pupils on the whole, including pupils who are disadvantaged and those with special educational needs and /or disabilities, attend well.

From the start of early years, staff ensure that well-established routines support pupils to behave and concentrate on their learning. This work prepares children for future success. Staff apply the school's behaviour policy consistently well, and behaviour is very positive as a result. Staff and pupils show deep respect for each other. Pupils are surprised if bullying happens because it is so rare. When it does happen, staff deal with it swiftly.

If pupils struggle to manage their behaviour, staff make sure that they are given the right support. Pupils use specific and highly effective strategies that they are taught to manage difficult feelings that they may have.

Curriculum and teaching

Expected standard ●

Leaders have established an ambitious curriculum for pupils to study. The important knowledge that pupils need to acquire is clearly set out in an order that helps pupils to build their understanding. Staff understand this knowledge very well. Pupils receive a typically well-taught curriculum as a result. Pupils acquire a broad range of knowledge that prepares them well for future learning.

Pupils with special educational needs and/or disabilities receive support that is shaped to their needs. Where necessary, staff carefully adjust their teaching and activities so that pupils catch up quickly. Disadvantaged pupils thrive with this support.

Leaders carefully check the impact of the curriculum on pupils. They know exactly which aspects could be developed further. Most aspects are working well. The school's work to prioritise reading, writing and mathematics is evident across the school. Early reading is generally taught well, and leaders' work to iron out any inconsistencies is ongoing. In a few subjects, pupils need more opportunities to practise new learning to help them remember essential knowledge over time. In addition, some pupils need further support to develop fluent and accurate handwriting. Leaders are in the process of addressing these areas, and their work has a positive impact.

Early years

Expected standard ●

Many children begin their education in early years with significant gaps in their readiness for learning and in their language skills. Staff skilfully identify these needs and address them swiftly. Leaders and staff develop working relationships with parents and carers, local nurseries and other professionals. They quickly build an accurate picture of each child and adapt learning so that children receive the support that they need.

Children acquire the knowledge that they need to read with increasing independence. Phonics is generally taught well from Reception. However, occasionally, staff do not help children to move through their learning as swiftly as they could. As a result, the gaps that some children have do not close as rapidly as planned.

Children quickly settle to new routines and expectations. Staff use effective interactions to help children learn new vocabulary in their own play. They encourage children to routinely

access a wide range of books that support their learning. Children independently and enthusiastically explore these books as part of their play. Across the early years curriculum, children secure the knowledge that they need to be ready for future learning.

Leadership and governance

Expected standard 

Governors have an accurate view of the school. They use their monitoring work to carefully check the impact of actions that leaders take and help school leaders to prioritise areas for improvement. Leaders and governors share a passion for inclusion. This sits at the heart of their work and has a significant positive impact on pupils and families.

Those responsible for governance fulfil their statutory duties well. Governors understand what it is like to be a pupil in this school. They help to guide and support leaders by making sure that resources are carefully matched to the needs of the community that the school serves. For example, the investment that the school makes in supporting the wellbeing of families and pupils is of particular note. The school's work extends well beyond the school gates. Families appreciate the considerable support that they receive from the school.

All staff, including teachers who are at an earlier stage in their career, receive high-quality professional learning. This leads to continued improvement in the way the curriculum is taught to pupils. Staff value leaders and hold them in high regard. They appreciate the care that leaders provide for their wellbeing. Leaders and staff are utterly committed to the pupils in this school.

Personal development and wellbeing

Expected standard 

Leaders have established a well-ordered personal, social, health and economic (PSHE) curriculum that supports pupils to be ready for their future. Leaders have carefully shaped the PSHE curriculum to include topics such as debt management, online safety, mental health, and drug and alcohol awareness. Pupils learn about first aid, keeping healthy through exercise and a balanced diet. They understand about healthy relationships. However, while pupils show knowledge of their learning, there are some aspects that pupils are less secure with.

Leaders enhance the curriculum through a range of enrichment activities that are accessible to all pupils. Pupils enjoy educational trips that bring the curriculum to life, including visits to museums and places of interest. Many pupils take part in extra-curricular clubs, such as cooking, board games, choir and sports. Through these experiences and the curriculum as a whole, pupils learn to appreciate and respect difference. They understand that everyone is equal.

The wider support that leaders offer to pupils is impressive, especially for pupils who are vulnerable or face disadvantage. Leaders foster caring and close relationships with pupils' families. They use these relationships and their detailed knowledge of all pupils to plan effective support, which has a positive impact on pupils' wellbeing.

Pupils benefit from a range of leadership roles, including as sports ambassadors, wellbeing ambassadors and prayer warriors. Pupils take great pride in these roles and carry them out diligently. Older pupils become respected role models for younger pupils. These

opportunities help pupils to develop into caring, thoughtful and confident individuals, keen to contribute positively to society.

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

Leaders have established a school vision in line with its ethos, rooted in love. This vision inspires staff and pupils alike. Pupils have very positive attitudes to their learning. Staff demonstrate compassion and care for pupils and each other. In turn, pupils do the same. Older pupils are proud of the role models that they have become for younger pupils. Pupils are safe and very happy at this school.

From early years onwards, staff teach pupils the skills that they need to manage their own feelings and behaviour. As pupils progress through the school, they are able to manage their behaviour consistently well. Some pupils face unavoidable challenges that limit their attendance at school. However, overall, pupils attend regularly.

Lessons are calm and focused because pupils are eager to acquire new knowledge. Staff make sure that they adapt lessons so that pupils at varied stages in their learning can access learning effectively. The curriculum is enhanced by the use of the school's 'pupil passports'. These provide a broad range of activities that pupils may not otherwise experience. In most areas, pupils achieve well. Published outcomes in writing at the end of Year 6 lag behind national averages. However, some pupils join the school at a later stage than others. Pupils who benefit from having all of their education in this school achieve well in writing. In general, pupils secure the important foundations that they need for future learning and success.

Pupils understand and celebrate each other's differences. They feel deeply that they belong here. This sense of belonging helps pupils to thrive. Pupils with special educational needs and/or disabilities receive support that is carefully shaped to meet their needs. Leaders' actions are highly effective in removing barriers to learning that pupils might have. Pupils flourish because of this support.

Next steps

- Leaders should make sure that pupils have more opportunities to practise and rehearse new learning, including in personal, social, health and economic education, so that pupils remember in the long term the important knowledge that they are taught.
 - Leaders should continue their work to refine the teaching of handwriting so that pupils who struggle with writing are able to write fluently and accurately.
 - Leaders should make sure that phonics teaching is of a consistently high quality so that any gaps in knowledge are addressed as quickly as possible.
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About this inspection

The chair of the board of governors in this school is Christine Haworth.

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 and other senior leaders, governors, including the chair of governors, staff and pupils in the school during the inspection. Inspectors also spoke with parents and carers at the start of the school day.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character and is in the Diocese of Blackburn. The most recent section 48 inspection of the school's religious character took place in January 2020.

The school runs a free breakfast club for all pupils.

The school uses no alternative provision.

Headteacher: Rachel Wells

Lead inspector:

Jen Sloan, His Majesty's Inspector

Team inspector:

Elizabeth Stevens, 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 13 January 2026

School and pupil context

Total pupils

147

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

182

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)

57.82%

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

3.40%

Close to 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

12.24%

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	58%	61%	Close to average
2024/25 (revised)	63%	62%	Close to average
2023/24 (final)	60%	61%	Close to average
2022/23 (final)	52%	60%	Close to average

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	70%	74%	Close to average
2024/25 (revised)	69%	75%	Close to average
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	68%	73%	Close to average

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	59%	72%	Below
2024/25 (revised)	63%	72%	Below
2023/24 (final)	60%	72%	Below
2022/23 (final)	56%	71%	Below

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	74%	73%	Close to average
2024/25 (revised)	81%	74%	Close to average
2023/24 (final)	72%	73%	Close to average
2022/23 (final)	72%	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.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	46%	Close to average
2024/25 (revised)	50%	47%	Close to average
2023/24 (final)	54%	46%	Close to average
2022/23 (final)	44%	44%	Close to average

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	64%	62%	Close to average
2024/25 (revised)	60%	63%	Close to average
2023/24 (final)	69%	62%	Close to average
2022/23 (final)	63%	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	51%	59%	Close to average
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	54%	58%	Close to average
2022/23 (final)	50%	58%	Close to average

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	69%	60%	Above
2024/25 (revised)	70%	61%	Close to average
2023/24 (final)	69%	59%	Close to average
2022/23 (final)	69%	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	49%	68%	-19 pp
2024/25 (revised)	50%	69%	-19 pp
2023/24 (final)	54%	67%	-14 pp
2022/23 (final)	44%	66%	-23 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	64%	80%	-15 pp
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	69%	80%	-10 pp
2022/23 (final)	63%	78%	-16 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	51%	78%	-26 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	54%	78%	-24 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	77%	-27 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	69%	80%	-10 pp
2024/25 (revised)	70%	81%	-11 pp
2023/24 (final)	69%	79%	-10 pp
2022/23 (final)	69%	79%	-10 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)	6.3%	5.2%	Above
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	7.4%	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)	17.6%	13.3%	Above
2023/24 (3 term)	13.5%	14.6%	Close to average
2022/23 (3 term)	21.0%	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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