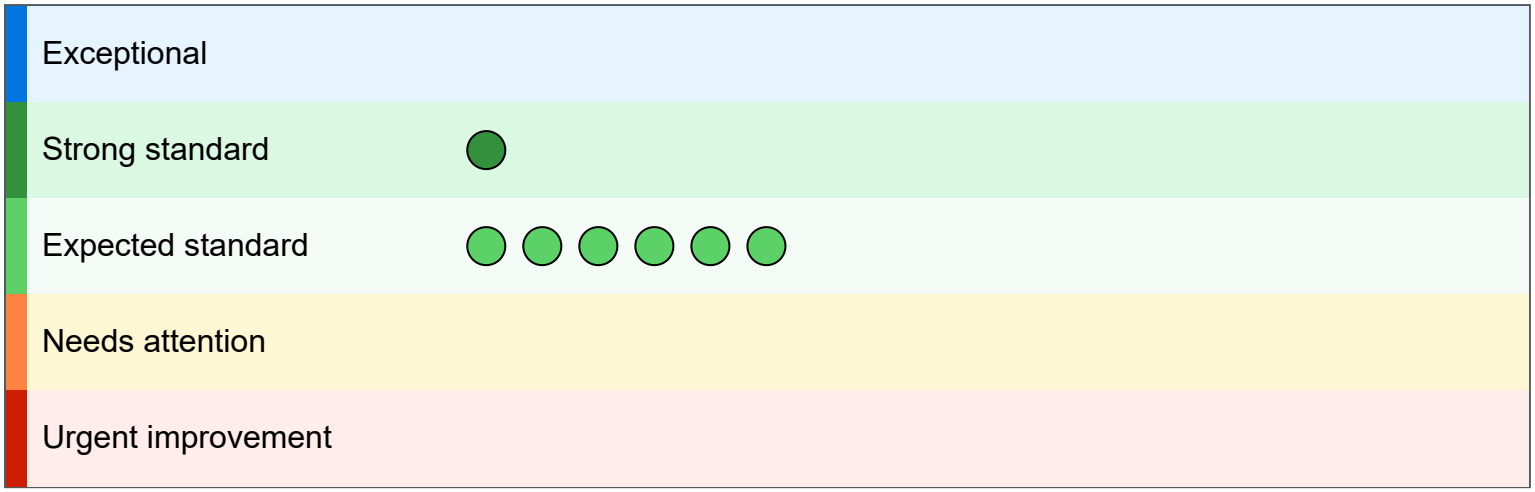
# St Elisabeth's Church of England Primary

**Address:** St. Elisabeths Way, Reddish, Stockport, Cheshire, SK5 6BL

**Unique reference number (URN):** 147516

# Inspection report: 7 July 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**

Everyone plays their part to help pupils feel that they truly belong and are valued. Leaders and staff know pupils and their families incredibly well and demonstrate an unswerving commitment to removing barriers pupils may have to learning or wellbeing.

Leaders establish robust systems for identifying, assessing and responding swiftly to pupils' needs at an early stage. Staff have the knowledge and skills that they need to recognise what help pupils may need. As a result, staff have the confidence and expertise to raise concerns promptly. They implement well-designed learning plans that support pupils to achieve well. Support is built in many ways. Some pupils benefit from one-to-one and small-group sessions. Others benefit from the skilful adaptations that teachers make to teaching.

When needed, leaders use support from specialist external partners. As a result, pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, access an ambitious curriculum. They enjoy achieving well, alongside their peers. Leaders monitor the impact of support and the use of additional funding closely. Where necessary, leaders adapt provision to meet pupils' emerging needs. Leaders recognise the critical role that parents and carers play and strive to take account of their views and involve them at every stage.

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## Expected standard

### Achievement

**Expected standard**

By the time pupils leave Year 6, they are typically well prepared for the next stage of their education. Pupils, including those who are disadvantaged, attain well in reading and writing. However, previously published outcomes in mathematics lag behind. Due to the previous weaker curriculum, a few pupils have gaps in their mathematical knowledge and so do not achieve as well as they could.

Increasingly, pupils across the school secure the reading, writing and mathematical knowledge they need and use it accurately. Phonics outcomes are improving and are in line with national averages. As a result of targeted support, most pupils who re-take assessments meet the expected standard by the end of Year 2. Some key stage 2 pupils have not secured fluency in handwriting. This slows the pace of their work. This is a whole-school focus for improvement. Across other subjects, pupils build a broad body of knowledge and generally remember what they learn.

### Attendance and behaviour

**Expected standard**

Leaders ensure that pupils understand the importance of being in school and on time every day. Parents and carers are aware of the impact that missed days have on their child's education. Through careful monitoring and analysis, leaders maintain a sharp understanding

of attendance patterns. They offer swift, well-judged support to any families who need help. Leaders address barriers with creativity and care. As a result, attendance is broadly in line with national averages. Persistent absence is reducing quickly. This is particularly the case for pupils who have special educational needs and/or disabilities. However, a small number of pupils remain absent from school too often.

Clear routines and trusting relationships between staff and pupils contribute to a calm and orderly environment. Pupils feel safe and supported. Pupils' behaviour is excellent. This is the case in lessons and at play. Pupils have positive attitudes to learning that reflect leaders' high expectations. They show focus and interest in learning. Leaders adapt the provision effectively for pupils who need additional help. Pupils are kind and understand that others may need extra support. Pupils know there is no place in the school for bullying or unkind words or actions. If there were any incidents of this type, they know that staff would address them quickly and decisively.

## Curriculum and teaching

**Expected standard**

The curriculum is well organised and sequenced so that pupils build their knowledge logically over time. Leaders have a sharp focus on securing pupils' communication and basic skills in reading, writing and mathematics. They ensure that teachers typically use assessment information effectively to identify gaps that pupils have in their learning. Most pupils receive the support that they need to catch up with the curriculum quickly. However, there are a small number of pupils who have remaining gaps in their basic skills of handwriting and number. In these cases, staff do not address the gaps for these pupils swiftly enough.

Leaders recently introduced a new mathematics curriculum. Staff benefit from the training and support needed to implement this successfully. Across the curriculum, teachers have the subject knowledge to teach effectively. Lessons are designed so that pupils have the opportunity to revisit previous learning through the consistent use of the school's 'I can still' approach. This helps pupils to understand how their learning connects. Teachers' skilful questioning helps pupils to articulate their ideas and deepen their understanding. Pupils are supported to articulate their learning. This empowers them to reason and explain their learning. When needed, teachers make appropriate adaptations to teaching. This ensures that pupils with special educational needs and/or disabilities, and those with other barriers, are able to access learning alongside their peers.

## Early years

**Expected standard**

Children get off to a flying start in the early years. They follow a carefully thought-out curriculum. Leaders map out the small steps of learning so knowledge and skills build over time. Staff receive the training that they need to understand how young children learn. They understand children's different starting points. Typically, support for wellbeing or any other barriers to learning is carefully matched to children's needs.

Staff are warm and caring. This helps children to feel safe. Children quickly develop a sense of belonging. Clear, well-established routines help children to settle and be ready for learning. For example, children join in with rhymes and daily songs that signal tidy-up time and others that help them to learn the days of the week.

Staff prioritise building children's language and vocabulary. They ensure that this is carefully modelled and reinforced through high-quality interactions. Staff teach phonics well. Children apply their phonics skills regularly in reading and writing activities. Staff support early writing and number through practical activities and play.

Children develop early social skills. Outdoor learning provides them with opportunities to build, dig, explore and investigate. They laugh together and are inspired by one another. Whether they are balancing on climbing equipment or building towers to compare heights, they share and delight in one another's achievements.

Generally, children progress well from their starting points. Most children are ready for the challenges of Year 1 learning.

## Leadership and governance

**Expected standard**

Over time, the school has experienced instability in leadership. This has impacted the school's improvement journey. However, the trust, leaders and governors are now united in their high ambition for pupils. Leaders have a clear and accurate understanding of the school's strengths and areas for development. They know the school and its community well. Their decision-making is informed by this detailed knowledge of pupils, particularly those who are disadvantaged or vulnerable. The trust ensures that leaders receive appropriate support to address improvement priorities effectively.

Governors provide effective oversight of the school. They monitor the effectiveness of the school's actions and feel empowered to support and challenge leaders. Governors carry out their statutory duties effectively. They ensure that the additional funding that the school receives to support disadvantaged pupils is spent wisely and has the intended impact. When governors are new to their roles, they receive quality training to support them in their work.

Leaders ensure that staff are well-equipped to carry out their roles. They provide a range of training opportunities that help staff understand their roles. Leaders are role models who inspire staff. Staff feel valued. They speak positively about leaders' care for their workload and wellbeing.

Parents and carers are overwhelmingly positive about the care that leaders and staff provide. They feel welcomed and know that any concerns will be dealt with swiftly and sensitively. Parents value the school's place at the heart of the community and say that the school is like one big family.

## Personal development and wellbeing

**Expected standard**

Leaders prioritise pupils' personal and emotional development. They have designed a well-sequenced curriculum. It ensures that pupils develop the skills and knowledge they need to stay safe and be respectful citizens of modern Britain. Leaders carefully consider local factors that might impact negatively on pupils' lives. They ensure that issues such as drugs, alcohol misuse and unhealthy relationships are sensitively covered. Pupils demonstrate an age-appropriate understanding of concepts such as gender equality and consent. They draw confidently on secure and detailed knowledge from their learning. They learn about risk and how to stay safe when using the internet.

Leaders prioritise opportunities that broaden pupils' horizons and raise aspirations. Pupils benefit from a wide range of experiences. These include, for example, educational visits, author visits, workshops, church links and community projects. These experiences are memorable and contribute to pupils' understanding of life in modern Britain. Pupils speak positively about the encouragement and emotional support that they receive from staff. They see school as a place that helps them to develop both personally and academically. Careers-related learning is woven into the curriculum. Consequently, pupils are ambitious. They describe career goals that range from healthcare and politics to engineering and entrepreneurship. Practical skills, such as cycle proficiency and financial education workshops, further prepare pupils for future life.

Leaders provide meaningful opportunities for pupils to understand other faiths, cultures and people who are different. Leaders' decisions about how to deliver this area of the school's work have helped to create an accepting community where everyone belongs.

Leaders ensure that pupils, including those who have special educational needs and/or disabilities, have access to a wide range of leadership opportunities that enable them to make a positive, active contribution to school life. For example, eco-council members successfully secured funding to enhance outdoor areas. Ethos group representatives lead assemblies on key values such as respect. These opportunities help pupils to develop confidence, responsibility and leadership skills.

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

Each morning, St Elisabeth's Church of England Primary School's playground is a hive of activity. Staff ensure that pupils and their families receive a warm welcome. Pupils have a positive start to each day. From the moment they arrive, staff encourage pupils to believe in themselves, work hard and aim high. Pupils enjoy coming to school. They feel safe, look forward to learning and attend well.

Pupils behave extremely well in and out of lessons. Staff understand any needs pupils may have. They ensure that pupils receive the support that they need to engage and succeed. Learning is practical, interactive and connected to real-life experiences. Staff encourage pupils to ask questions, think independently and work collaboratively with others. Pupils with additional needs, including those who have special educational needs and/or disabilities, receive the help that they need to learn well. This reduces any barriers to learning so that pupils thrive both academically and personally. Pupils, including those who are disadvantaged, typically achieve well across the curriculum. Most are ready for the next stage in their education.

Pupils understand how to keep themselves safe, including when working and playing online. If bullying or name-calling occurs, staff deal with it well. Pupils know that they can talk to staff if they are worried. This positive sense of community helps everyone to feel safe, confident and ready to learn.

Through leadership roles, pupils have opportunities to develop important life skills such as teamwork, resilience and communication. Pupils are encouraged to take responsibility for

their actions, show respect for others and contribute positively to the school community. These experiences help prepare pupils for future education, employment and life in modern Britain.

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## Next steps

- Leaders should continue to support staff in identifying and addressing gaps for the small number of pupils who have gaps in their essential knowledge and skills for handwriting and number.
- Leaders should continue their work to reduce rates of absence so that all pupils benefit fully from the academic and social opportunities offered and achieve well.

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## About this inspection

This school is part of Thrive Church of England Academy Trust Ltd. This means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), John Barrett, and overseen by a board of trustees, chaired by Paul Good.

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 staff. The lead inspector also spoke with the trust CEO, members of the board of trustees and members of the local governing committee during the inspection. The lead inspector also spoke with a local authority representative and a representative from the Diocese of Manchester.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Manchester. The school's most recent section 48 inspection took place in November 2024.

The school currently makes no use of alternative provision.

Headteacher: Amanda Lancashire

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**Lead inspector:**
Nichola Tomkow, His Majesty's Inspector

**Team inspectors:**
Lisa Hesmondhalgh, Ofsted Inspector
Alex Keane, Ofsted Inspector

## Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 7 July 2026

## School and pupil context

### Total pupils

**239**
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)

## 32.14%
Close to average

**What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

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

## 3.35%
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**

## 25.52%
Well above average

**What does this mean?**

The proportion of pupils with reported special educational needs support 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** | 55% | 61% | Close to average |
| **2024/25 (final)** | 55% | 62% | Close to average |
| **2023/24 (final)** | 56% | 61% | Close to average |
| **2022/23 (final)** | 54% | 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** | 69% | 74% | Below |
| **2024/25 (final)** | 69% | 75% | Close to average |
| **2023/24 (final)** | 76% | 74% | Close to average |
| **2022/23 (final)** | 62% | 73% | Below |

### 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** | 77% | 72% | Above |
| **2024/25 (final)** | 76% | 72% | Close to average |
| **2023/24 (final)** | 79% | 72% | Above |
| **2022/23 (final)** | 77% | 71% | Close to average |

### 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** | 62% | 73% | Below |
| **2024/25 (final)** | 55% | 74% | Below |
| **2023/24 (final)** | 71% | 73% | Close to average |
| **2022/23 (final)** | 59% | 73% | Below |

## 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** | 36% | 46% | Below |
| **2024/25 (final)** | 44% | 47% | Close to average |

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2023/24 (final)** | 33% | 46% | Close to average |
| **2022/23 (final)** | 33% | 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** | 53% | 62% | Below |
| **2024/25 (final)** | 56% | 63% | Close to average |
| **2023/24 (final)** | 75% | 62% | Above |
| **2022/23 (final)** | 33% | 60% | Below |

### 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** | 61% | 59% | Close to average |
| **2024/25 (final)** | 56% | 59% | Close to average |
| **2023/24 (final)** | 67% | 58% | Close to average |
| **2022/23 (final)** | 60% | 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** | 47% | 60% | Below |
| **2024/25 (final)** | 44% | 61% | Below |
| **2023/24 (final)** | 50% | 59% | Close to average |
| **2022/23 (final)** | 47% | 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** | 36% | 68% | -32 pp |
| **2024/25 (final)** | 44% | 69% | -25 pp |
| **2023/24 (final)** | 33% | 67% | -34 pp |
| **2022/23 (final)** | 33% | 66% | -33 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** | 53% | 80% | -27 pp |
| **2024/25 (final)** | 56% | 81% | -25 pp |
| **2023/24 (final)** | 75% | 80% | -5 pp |
| **2022/23 (final)** | 33% | 78% | -45 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** | 61% | 78% | -17 pp |
| **2024/25 (final)** | 56% | 78% | -23 pp |
| **2023/24 (final)** | 67% | 78% | -11 pp |
| **2022/23 (final)** | 60% | 77% | -17 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** | 47% | 80% | -32 pp |
| **2024/25 (final)** | 44% | 81% | -36 pp |
| **2023/24 (final)** | 50% | 79% | -29 pp |

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **2022/23 (final)** | 47% | 79% | -33 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 (3 term)** | 6.4% | 5.2% | Above |
| **2023/24 (3 term)** | 5.8% | 5.5% | Close to average |
| **2022/23 (3 term)** | 5.9% | 5.9% | Close to average |

### 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 (3 term)** | 21.8% | 13.0% | Above |
| **2023/24 (3 term)** | 18.0% | 14.6% | Close to average |
| **2022/23 (3 term)** | 17.2% | 16.2% | Close to average |

## 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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