

# St Peter's CofE Primary School

**Address:** Oxford Street, Ashton-under-Lyne, Lancashire, OL7 0NB

**Unique reference number (URN):** 106245

## Inspection report: 30 June 2026

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

### ✓ Safeguarding standards met

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

### How we evaluate safeguarding

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

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

## Strong standard ●

### Achievement

Strong standard ●

Pupils achieve well and are prepared for the next stage of their education. Results in national tests are above average in many subjects. Mathematics is a particular strength. Pupils have performed above the national average over time in the phonics screening check and in the multiplication tables check.

Disadvantaged pupils achieve particularly well. In this school, where most pupils are disadvantaged, they achieve at least as well as other pupils nationally and often above in reading and mathematics.

Pupils remember important learning and use it to help them tackle new work. Those who need extra help, including pupils with special educational needs and/or disabilities, make progress from their starting points. Staff support pupils effectively when they begin to fall behind.

Leaders are building on these strengths by developing pupils' writing further. Their work focuses on helping more pupils, particularly the most able, apply and extend their learning so that they can achieve the higher standard.

### Attendance and behaviour

Strong standard ●

Leaders place a high priority on pupils' attendance and make it everyone's responsibility. They monitor attendance closely, identify patterns and work with families to address any barriers. Positive relationships and a consistent approach have helped improve attendance over time. Persistent absence has reduced and is below the national average. Leaders provide support and challenge, where needed, and make appropriate adjustments for pupils facing barriers to attendance. As a result, most pupils attend well.

Behaviour reflects the school's high expectations and positive relationships. Pupils understand routines, settle quickly and engage well in lessons. They are respectful, self-disciplined and rarely need reminders about their behaviour. Calm and orderly conduct is evident in classrooms, at playtimes and around the school. Bullying is rare and staff resolve concerns quickly. Staff adapt support appropriately for pupils who need additional help, enabling them to manage their emotions and participate fully in school life. Older pupils act as positive role models for younger pupils.

### Leadership and governance

Strong standard ●

Leaders have a clear understanding of the school's context and priorities. The school's vision underpins decision-making and helps leaders maintain a clear focus on improving outcomes and opportunities for pupils. Governors understand their responsibilities and provide appropriate support and challenge. They maintain oversight of key areas, including safeguarding, attendance and support for pupils with special educational needs and/or disabilities. Together, leaders and governors make decisions that reflect the needs of pupils and the community.

Leaders identify appropriate priorities for improvement and work effectively with staff and external agencies. They evaluate the impact of their work carefully and adapt their approach when needed. This has contributed to improvements in pupils' outcomes, particularly for disadvantaged pupils, and high levels of attendance. Leaders have also established groups to support pupils with additional needs. They recognise that aspects of this support require further development and are taking steps to strengthen it further.

Staff's professional development is a strength. Training is closely aligned to school priorities and supports staff in meeting the needs of pupils, including those with speech and language difficulties. Staff apply this training effectively in their work. Early career teachers value the support they receive. Leadership responsibilities are shared across the school, helping staff contribute to improvement and develop their expertise.

Parents and carers speak positively about the school. They value the care and support provided by staff and appreciate the school's open approach to communication. Leaders consider workload carefully and staff feel valued and supported. Staff are proud to work at the school and share leaders' ambition for pupils.

## **Personal development and wellbeing**

**Strong standard** 

Leaders have developed a well-considered personal development programme that reflects the school's values and needs of its pupils. Pupils learn about safety, relationships, healthy lifestyles and different cultures. The programme supports pupils' wider development effectively. The school's 'mustard seed vision' underpins this work and helps pupils develop a strong understanding of respect, kindness and service to others. Through collective worship, opportunities for reflection and discussions about current issues, pupils learn how to contribute positively to their communities.

Pupils value opportunities to learn about different faiths, cultures and backgrounds. These experiences help them to understand and appreciate different viewpoints. Leaders place a clear emphasis on pupils' emotional wellbeing. Pupils learn how to recognise and manage their emotions, build positive relationships and seek help when needed.

Pupils benefit from a rich range of experiences. Trips, visits and residential opportunities contribute strongly to their personal and social development. Leaders track participation carefully and remove barriers where necessary. As a result, disadvantaged pupils and those with special educational needs and/or disabilities take part fully. Pupils also benefit from opportunities that broaden their aspirations, including work with local professionals and visits beyond the local area. These experiences help pupils develop empathy, broaden their aspirations and deepen their understanding of their place in modern Britain.

Pupils undertake meaningful leadership roles, including as earth stewards and safety ambassadors. Through these responsibilities, pupils develop their understanding of fairness, responsibility and service. Pupils understand fundamental British values well. They talk confidently about democracy, individual liberty and the rule of law. Experiences such as parliament week, visits to the Houses of Parliament and work with magistrates help bring this learning to life.

Relationships across the school are positive. Staff know pupils well and provide highly effective pastoral support. Leaders work closely with families and review support regularly.

As a result, pupils develop confidence, resilience and positive attitudes towards learning.

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## Expected standard

### Curriculum and teaching

### Expected standard

Leaders have developed the curriculum carefully. Learning is planned so that pupils build on their prior knowledge and make connections between topics. For example, pupils in key stage 2 draw on their learning about Roman Britain when studying Anglo-Saxon settlements. They use previous learning to strengthen their understanding of new topics and explain how Britain has changed over time. Pupils engage positively with learning and focus well in lessons.

Leaders place a high priority on reading and mathematics. Teachers explain new learning clearly and use questioning to check what pupils know, remember and understand. They identify and address gaps in pupils' understanding and place emphasis on developing pupils' vocabulary. Staff provide additional support, including pre-teaching and short catch-up sessions. Adaptations help pupils with special educational needs and/or disabilities and those who speak English as an additional language to access the curriculum alongside their peers.

Leaders recognise that pupils need more opportunities to apply and extend their learning in some subjects, including writing. At times, the most-able pupils do not receive work that enables them to achieve as well as they could. As a result, some pupils do not deepen their learning as fully as they might.

### Early years

### Expected standard

Children enjoy coming to school and engage enthusiastically with learning. Staff build positive relationships and create a safe and welcoming environment. Children settle quickly into routines, behave well and develop the confidence to learn and play alongside others.

Leaders have established a curriculum that places a clear emphasis on communication and language. Staff encourage children to talk about their learning and use questioning to extend their thinking. Reading is prioritised from the start and phonics is taught systematically. Children apply their phonics knowledge in reading and writing. Staff also support children to develop their early writing skills and form letters correctly. Leaders continue to refine how planned vocabulary is introduced and revisited so that learning builds consistently on what children already know and can do.

Most children develop the knowledge and skills they need for Year 1. Children with additional needs receive appropriate support and participate successfully alongside their peers. Staff identify children's needs quickly and work closely with families and other professionals to ensure that children receive the support they need.

Staff work closely with parents and carers. They share information about children's learning and help families support learning at home. Positive relationships between home and school

help children settle well and make a positive start to their education.

## **Inclusion**

**Expected standard** 

This is an inclusive school, where pupils feel that they belong. The needs of pupils are identified accurately, including those with special educational needs and/or disabilities (SEND), disadvantaged pupils and those who may be vulnerable. Information is used effectively to identify any barriers to learning and inform support. Staff have high expectations for pupils.

Pupils with SEND receive appropriate support. Staff make adaptations to learning and provide targeted additional support that help pupils access the curriculum alongside their classmates. Leaders give careful attention to pupils' wellbeing. This helps pupils feel secure and ready to learn. Pastoral support and calm spaces help pupils manage their emotions and engage positively with school life. Additional funding, such as the pupil premium grant, is used thoughtfully to remove barriers to learning and support disadvantaged pupils' participation and achievement.

Leaders work closely with external agencies to secure timely support for pupils and families. Staff advocate for those who need additional help and ensure that appropriate services are involved when required.

Leaders recognise that there is more work to do to refine support for pupils with the most complex needs. They are developing clearer curriculum pathways and considering how these pupils can access a broader range of learning opportunities and experiences.

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

Rich diversity creates a strong sense of belonging at this school. Pupils feel respected, valued and safe. Pupils have confidence in staff and know that any concerns will be acted upon swiftly and effectively. Bullying is uncommon and on the rare occasions it occurs, staff resolve issues promptly. Consequently, pupils feel secure and are able to thrive, both socially and academically.

Many pupils face significant barriers to learning. Most start school with knowledge and skills below those typically expected for their age. Many speak English as an additional language. Staff know pupils well and provide carefully tailored support to help them overcome these challenges. As a result, pupils develop confidence and resilience and experience success in their learning.

Pupils are proud to be part of this school and attend regularly. Their behaviour is positive. At playtimes, pupils of different ages play together harmoniously and treat one another with respect. In lessons, they work hard, communicate their learning confidently and enjoy learning from each other. They respond well to the high expectations that staff have for them. Pupils speak warmly about the school's 'mustard seed vision' and understand how it encourages them to show kindness, respect and perseverance in their daily lives.

Pupils are aspirational and talk confidently about their future careers. They value the school's diverse community and enjoy learning about different cultures through festivals, such as Eid and Diwali. Pupils benefit from a wide range of opportunities, including trips, residential visits and leadership roles. These experiences broaden their horizons, develop confidence and resilience and help them to understand their responsibilities as citizens. Pupils feel included and are proud of their school.

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## Next steps

- Leaders should continue to make sure that provision for pupils with the most complex needs is consistently tailored to pupils' needs and enables them to benefit fully from the curriculum and wider opportunities available across the school.
  - Leaders should make sure that the most-able pupils have sufficient opportunities to apply, extend and deepen their learning across the curriculum, including in writing, so that they achieve as highly as they can.
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## About this inspection

The chair of the board of governors in this school is Moira Wilson.

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

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

Inspectors spoke with the headteacher, other senior leaders and staff. They also met with members of the governing board, including the chair of governors, and spoke with representatives from the local authority and the diocese.

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 last section 48 inspection was in February 2023.

The school does not currently use alternative provision.

Headteacher: John Wilson

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**Lead inspector:**

Dianne Holcroft, His Majesty's Inspector

**Team inspectors:**

Clare Baron, Ofsted Inspector

Graham Hamilton, 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 30 June 2026

## School and pupil context

**Total pupils**

**207**

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**

**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)**

**67.63%**

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**

**8.70%**

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**

**10.63%**

Below average

**What does this mean?**

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

National average: 15%

**Location deprivation**

**Well 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 | 60%         | 61%              | Close to average               |
| 2024/25 (final)       | 66%         | 62%              | Close to average               |
| 2023/24 (final)       | 65%         | 61%              | Close to average               |
| 2022/23 (final)       | 50%         | 60%              | Below                          |

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 (final)       | 83%         | 75%              | Above                          |
| 2023/24 (final)       | 68%         | 74%              | Below                          |
| 2022/23 (final)       | 60%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 70%         | 72%              | Close to average               |
| <b>2024/25 (final)</b>       | 69%         | 72%              | Close to average               |
| <b>2023/24 (final)</b>       | 71%         | 72%              | Close to average               |
| <b>2022/23 (final)</b>       | 70%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 77%         | 73%              | Close to average               |
| <b>2024/25 (final)</b>       | 90%         | 74%              | Above                          |
| <b>2023/24 (final)</b>       | 77%         | 73%              | Close to average               |
| <b>2022/23 (final)</b>       | 63%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 56%         | 46%              | Above                          |
| <b>2024/25 (final)</b>       | 61%         | 47%              | Above                          |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 60%         | 46%              | Above                          |
| 2022/23 (final) | 48%         | 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 | 68%         | 62%              | Close to average               |
| 2024/25 (final)       | 83%         | 63%              | Above                          |
| 2023/24 (final)       | 65%         | 62%              | Close to average               |
| 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 | 65%         | 59%              | Close to average               |
| 2024/25 (final)       | 61%         | 59%              | Close to average               |
| 2023/24 (final)       | 65%         | 58%              | Close to average               |
| 2022/23 (final)       | 70%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 73%         | 60%              | Above                          |
| <b>2024/25 (final)</b>       | 87%         | 61%              | Above                          |
| <b>2023/24 (final)</b>       | 75%         | 59%              | Above                          |
| <b>2022/23 (final)</b>       | 57%         | 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 56%         | 68%                              | -12 pp                  |
| <b>2024/25 (final)</b>       | 61%         | 69%                              | -8 pp                   |
| <b>2023/24 (final)</b>       | 60%         | 67%                              | -7 pp                   |
| <b>2022/23 (final)</b>       | 48%         | 66%                              | -19 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 68%         | 80%                              | -11 pp                  |
| <b>2024/25 (final)</b>       | 83%         | 81%                              | 2 pp                    |
| <b>2023/24 (final)</b>       | 65%         | 80%                              | -15 pp                  |
| <b>2022/23 (final)</b>       | 57%         | 78%                              | -22 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 65%         | 78%                              | -13 pp                  |
| <b>2024/25 (final)</b>       | 61%         | 78%                              | -17 pp                  |
| <b>2023/24 (final)</b>       | 65%         | 78%                              | -13 pp                  |
| <b>2022/23 (final)</b>       | 70%         | 77%                              | -8 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 73%         | 80%                              | -7 pp                   |
| <b>2024/25 (final)</b>       | 87%         | 81%                              | 6 pp                    |
| <b>2023/24 (final)</b>       | 75%         | 79%                              | -4 pp                   |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 57%         | 79%                              | -23 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) | 4.3%        | 5.2%             | Below                          |
| 2023/24 (3 term) | 4.7%        | 5.5%             | Below                          |
| 2022/23 (3 term) | 5.3%        | 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) | 8.2%        | 13.0%            | Below                          |
| 2023/24 (3 term) | 10.4%       | 14.6%            | Below                          |
| 2022/23 (3 term) | 10.7%       | 16.2%            | Below                          |

## Our grades explained

### Exceptional

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

### Strong standard

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

### Expected standard

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

### **Needs attention** ●

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

### **Urgent improvement** ●

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

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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