

Egerton Primary School

Address: Cox Green Road, Egerton, Bolton, Lancashire, BL7 9RE

Unique reference number (URN): 105192

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

Achievement

Expected standard 

Published data shows that pupils' attainment has been above the national average over the last 3 years. This is also true for disadvantaged pupils. The majority of progress measures for pupils have been close to or above national levels over the same period of time. The proportion of pupils who meet the phonics screening check in Year 1 and attainment in the Year 4 multiplication tables check has also been consistently above average.

Pupils make connections with their prior learning and are confident to use subject-specific knowledge to support new learning. For example, they understand the properties of materials and the concepts of conductors and insulators in electricity. Pupils are confident when talking about different periods of history, such as ancient civilisations and the Victorian era.

Overall, pupils are well prepared for the next stage of their learning. Gaps in pupils' learning are swiftly identified. This includes the key skills of communication, reading, writing and mathematics. At times, however, the support provided for pupils who have not secured these skills is not well matched to the specific gaps that they have in their learning. For a small number of pupils, gaps in key knowledge are not closed as swiftly as they could be.

Attendance and behaviour

Expected standard 

Leaders prioritise pupils' regular attendance. Pupils are keen to attend and take part in all that the school provides. Leaders work in close partnership with parents and carers and external agencies to remove any barriers to pupils being in school. Timely and suitable support is provided for these pupils and their families. This is reflected in positive attendance rates for pupils.

Leaders have high expectations for pupils' behaviour. Pupils are typically polite and caring towards each other. Children in the early years settle into routines quickly. They learn to listen carefully and follow instructions. This positive start is built on as they move through the school. Warm relationships between staff and pupils are evident across the school day. Most pupils enjoy learning and are proud of their achievements. Where needed, staff provide gentle reminders to pupils in lessons and as they move around the school. Those pupils who sometimes struggle to regulate their own behaviour benefit from sensitive support from staff. They are helped to manage their emotions. Pupils are confident to share any concerns. Leaders deal with any rare incidents of bullying effectively.

Curriculum and teaching

Expected standard 

Pupils benefit from an ambitious and broad curriculum experience. Careful consideration has been given to the design and content of the curriculum offer that pupils receive and how this is taught. Leaders ensure that teachers have the expertise that they need to support pupils to learn well across the curriculum. Typically, adaptations that support pupils to overcome their individual barriers to learning are well matched.

Staff take care to design learning that builds on what pupils already know and can do. The use of careful checks on pupils' learning enables teachers to shape their delivery of the curriculum. Pupils are supported to make links in their learning and connect new knowledge to what they have previously been taught.

Leaders use their checks on teaching to inform necessary changes and improvements. They prioritise the teaching of the key skills that pupils need to access their future learning. From the start, children are supported to develop their communication, language and understanding of number to support their early reading, writing and mathematics work. Pupils who struggle to secure these skills are provided with additional support. At times, the activities provided to support these pupils do not focus fully on the specific gaps that they have. This prevents some children from securing this key knowledge as quickly as they could.

Early years

Expected standard 

Leaders prioritise children getting off to a positive start in their schooling. The early years plays a key role in the early identification of children's needs, including those with special educational needs and/or disabilities. Staff work effectively with parents and carers, previous settings and other professionals when identifying children's needs.

Children in the early years benefit from a carefully considered curriculum. There is a clear focus on developing the skills and knowledge that children need for their future learning. Staff model language and encourage conversation, which allows children to practise using new words and sentences that they hear. Children learn to share and interact well with each other. The teaching of reading is a priority as soon as children join the school. Staff make sure that children learn about the connection between letters and sounds. Children build their knowledge and physical skills so that they make a secure start to learning to write. They are taught to recognise numbers and how to represent these in different ways. Staff ensure that there are regular opportunities for children to practise these skills within the learning environment. Typically, these opportunities are matched to children's starting points and gaps that they have in their development and learning. This helps most children to gain confidence and become more independent in their learning. By the end of their time in the early years, most children are ready for continuing their learning in Year 1.

Inclusion

Expected standard 

Pupils, regardless of their different needs, are welcomed and included at this school. Staff take great care in identifying any barriers that may prevent some pupils, including those who are disadvantaged and those who have special educational needs and/or disabilities (SEND), from gaining academic success or prospering both socially and emotionally. Disadvantaged pupils are included in all that is on offer at the school through effective use of additional funding.

Leaders work extensively with parents and carers and external agencies to shape support for pupils. A comprehensive range of purposeful strategies are employed by well-trained staff to help pupils overcome their individual difficulties. For example, pupils who need support with their emotional wellbeing access tailored support in the 'calm corner', and some pupils with SEND receive sensory support matched to their needs.

Leaders regularly review the strategies in place to support pupils. They use evidence-based research to inform any changes that may need to be made. Typically, this work results in pupils benefiting from appropriate support for their learning needs. However, on occasion, adaptations made to pupils' learning are not consistently well matched. At times, this means that barriers to some pupils' learning are not addressed as swiftly as they could be.

Leadership and governance

Expected standard 

Leaders are passionate about providing the best educational offer that they can for their pupils. They are reflective in their work to continue to develop and improve the experiences of pupils, including those with special educational needs and/or disabilities and for those who are disadvantaged. Decisions or changes that the school makes are made with pupils' best interests at heart. Leaders regularly review and evaluate the effectiveness of the education that pupils receive. At times, however, there are inconsistencies in the support that a small number of pupils who have barriers to their learning receive. These are not identified or addressed as swiftly as they could be.

In recent years, leaders have prioritised the introduction of new curriculums for phonics and wider curriculum subjects. They have worked with staff to further develop and improve teaching across the school. The impact of this work is evident in pupils' achievement. Leaders have ensured that staff are not overwhelmed by these changes. Staff speak positively about the support that they receive to do their jobs well. They appreciate the regular training that they receive. Staff feel valued and are very positive about how their workload and wellbeing are supported by leaders.

Governors are deeply committed to the school and the community they serve. Their well-informed knowledge of the school helps them to ensure that their statutory duties are met, for example in ensuring that pupils are kept safe. The governing board has clear systems in place to support and challenge the school in equal measure.

Personal development and wellbeing

Expected standard 

Pupils benefit from a wide and varied offer beyond their academic learning. From the early years to Year 6, children and pupils learn in age-appropriate ways about healthy relationships, moral dilemmas and personal safety, including when online. Older pupils learn to prepare for life out of school by learning about bike safety and criminal responsibility.

Pupils learn about the diversity of the world and modern Britain. They develop their understanding of the fundamental British values. For example, pupils learn that when they vote for members of the school council, they are engaging in democracy. Pupils also learn about different religions and families. They attend events at their local church, participate in Remembrance Day and visit the local war memorial. They also take part in events such as World Down Syndrome Day and Epilepsy Awareness Day. These experiences prepare pupils well for life in British society.

Leaders prioritise supporting pupils to understand how to look after their mental and physical health. Pupils are supported to recognise their emotions. They talk about strategies that they have learned to help them when they feel sad, worried or angry. Leaders and staff identify pupils swiftly who may benefit from additional support with their wellbeing. Skilled staff work

closely with a range of external and community providers to ensure that this support is tailored and effective.

Leaders are assiduous in their work to remove any barriers that pupils may have so that they benefit from the school's wider offer. They ensure that any adjustments or adaptations are made so that all pupils, including those who are disadvantaged, can take part.

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

Pupils are proud to belong to the Egerton school family. They benefit from the positive relationships that they forge with staff and each other. Pupils know that staff care about them. They appreciate the time that staff take to get to know them. Pupils are confident that staff quickly deal with any issues, including bullying, if they arise. This helps pupils to feel safe.

Pupils respond well to the school's high expectations of them. They behave well and are enthusiastic about their learning. They are keen to attend school regularly and most pupils do. Pupils take great pride in the achievement certificates and 'going for gold' awards that they receive for their efforts. This encourages pupils to be the best that they can be. They strive to live up to the school's vision of 'learn, achieve and aspire.' Across the school, most pupils, including those who face barriers to their learning, achieve well in a range of subjects.

Pupils enjoy the clubs that they attend, such as choir, computing and drama. They take great pride in representing the school at a variety of sporting events. Pupils also enjoy residential where they challenge themselves in new activities. Spending time with and caring for the school dog is highly valued by pupils. These experiences help pupils to develop their interests and talents as well as their self-esteem.

Pupils learn to make a positive difference to their school. For example, school council members have recently worked with leaders to review the school values. These focus on fairness and belonging for all members of the Egerton school community. Older pupils enjoy carrying out the special roles that they have, such as being prefects and 'e-safety champions'. Pupils also benefit from a range of visits and experiences. They enjoy learning in the school's forest area and visiting museums, synagogues and areas of historical significance, such as Chester. This helps them to understand the world beyond their school and prepares them well for life in modern Britain.

Next steps

- Leaders should ensure that the activities provided to support pupils to address gaps in their foundational knowledge are consistently well matched to the key skills that pupils need to secure.
- Leaders should further refine their oversight and checks on the consistency of the use of agreed strategies to adapt learning for vulnerable groups of pupils so that any barriers to

success are swiftly and effectively addressed.

About this inspection

The chair of the board of governors in this school is Steven Skolosdra.

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 school leaders and staff during the inspection. The lead inspector met with members of the governing body, including the chair of governors. Inspectors also spoke with a representative of the local authority.

The inspectors confirmed the following information about the school:

The school does not currently make use of any alternative provision.

Headteacher: Samantha Prince

Lead inspector:

Rebecca Jewitt, His Majesty's Inspector

Team inspectors:

Annie Douglas, Ofsted Inspector

Cath Cooke, 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

217

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)

4.61%

Well below 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

3.23%

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

10.60%

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 below 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	78%	61%	Above
2024/25 (revised)	78%	62%	Above
2023/24 (final)	86%	61%	Above
2022/23 (final)	73%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	74%	Above
2024/25 (revised)	81%	75%	Close to average
2023/24 (final)	100%	74%	Above
2022/23 (final)	88%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	88%	72%	Above
2024/25 (revised)	91%	72%	Above
2023/24 (final)	86%	72%	Above
2022/23 (final)	88%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	73%	Above
2024/25 (revised)	91%	74%	Above
2023/24 (final)	89%	73%	Above
2022/23 (final)	76%	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	75%	46%	Above
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	88%	62%	Above
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	75%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	75%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	75%	68%	7 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	88%	80%	8 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	75%	78%	-3 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	77%	S

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	75%	80%	-5 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	3.5%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	4.3%	5.9%	Below

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)	2.6%	13.3%	Below
2023/24 (3 term)	5.4%	14.6%	Below
2022/23 (3 term)	5.5%	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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy

Team, The National Archives, Kew, London TW9 4DU, or email:
psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright