

St Andrew's Church of England Primary School, Ramsbottom

Address: Nuttall Lane, Ramsbottom, Bury, Lancashire, BL0 9JD

Unique reference number (URN): 105326

Inspection report: 13 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.

Strong standard ●

Inclusion

Strong standard ●

Leaders have high expectations for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). The school has well-established systems to identify pupils' individual barriers to learning. These include identifying the needs of pupils with SEND accurately and swiftly. Leaders respond to pupils' needs promptly by adjusting classroom support effectively and seeking further guidance where needed. Staff take part in training that equips them well to provide appropriate support in classrooms. They understand and use strategies that help pupils to learn well.

Leaders share relevant information so that staff understand pupils' needs and the challenges they face in accessing learning. This includes disadvantaged pupils and pupils who are known, or were previously known, to children's social care. Leaders use additional funding effectively, for example the pupil premium for disadvantaged pupils. They set up targeted support that reduces the barriers to pupils' learning and wellbeing. Leaders work closely with staff to put suitable plans in place that set clear objectives for pupils. Leaders review these plans regularly and use them to shape pupils' next steps. They use this information effectively to support pupils' emotional wellbeing and to help them to access additional opportunities. As a result, staff support disadvantaged pupils and pupils with SEND consistently well across the school, and pupils achieve success.

Personal development and wellbeing

Strong standard ●

Leaders ensure that provision for pupils' personal development is planned deliberately and implemented consistently. Pupils reflect on their beliefs, develop positive character traits and gain the knowledge they need to stay safe and healthy.

Pupils understand how to maintain their physical and mental wellbeing. Leaders promote a positive mindset so pupils understand that mistakes are part of learning. This helps pupils to take risks in their learning and respond positively to challenge. Pupils learn about healthy and unhealthy relationships through the school's relationships and sex education and health education curriculum. They understand what makes a good friend and know how to stay safe online.

Pupils are clear about their rights, both as citizens and as pupils of St Andrew's. They practise democracy through activities such as voting for school councillors and shared rewards. As a result, pupils develop a secure understanding of fundamental British values. They confidently challenge discrimination.

Pupils take responsibility within the school community. Many act as school ambassadors and represent the school positively. They understand the importance of helping others and contributing to school life. These opportunities help pupils to develop independence, confidence and responsibility.

Leaders provide a range of rich experiences for all pupils, including those from disadvantaged backgrounds. They organise these through the 'pupil passport', which sets out meaningful opportunities that support pupils' personal growth and character

development. Pupils take part in activities such as residential visits, food preparation and attending performances. Leaders also plan experiences that reflect community needs and strengthen relationships with families.

Pupils learn to play the ukulele and share their musical talents in church. Activities such as swimming and hockey develop pupils' sporting interests. Clubs are open to all pupils, and leaders track participation meticulously so that no one misses out.

Expected standard

Achievement

Expected standard 

Pupils generally achieve well. Outcomes in national tests at the end of Year 6 are broadly in line with national averages overall. However, outcomes in mathematics were weaker last year. Current pupils achieve more securely in mathematics because leaders have strengthened curriculum delivery. Across subjects, pupils gain appropriate knowledge and skills.

Pupils who face barriers to learning and/or wellbeing generally progress well from their starting points. Pupils develop accuracy and fluency in word reading and spelling as they move through the school. This supports pupils to become confident readers and, increasingly, secure writers. Leaders identify gaps in pupils' knowledge and take steps to address these.

Children in the early years secure important foundational knowledge in reading, writing and mathematics. Although the published Year 1 phonics screening check results have been below national averages in recent years, current pupils demonstrate more secure phonics knowledge and apply this well when reading and writing.

Attendance and behaviour

Expected standard 

Pupils' attendance overall is broadly in line with the national average. Leaders track attendance closely and take action when attendance concerns arise. They work with families to address any issues early. This approach supports improvement in many cases, and the school's positive relationships with parents and carers help most pupils to attend regularly. However, leaders' work has not been as effective for some pupils. Persistent absence remains higher for some groups, including disadvantaged pupils.

Pupils show positive attitudes to learning. Clear routines help create a calm and orderly environment. Staff know pupils well and use this knowledge to support their behaviour. Staff share their high expectations for behaviour and respond sensitively when pupils do not meet these expectations. Pupils with special educational needs and/or disabilities receive appropriate support to help them regulate their behaviour. Bullying and discrimination are not tolerated and leaders deal with concerns that arise quickly and effectively. Leaders monitor behaviour patterns and take action to address any issues. For example, they have

improved pupils' play opportunities to reduce the number of incidents at breaktimes. As a result, pupils feel cared for and supported.

Curriculum and teaching

Expected standard 

Leaders ensure that the curriculum is ambitious and sets out the knowledge that pupils are expected to learn, including key subject-specific vocabulary. It is sequenced effectively to build pupils' knowledge gradually. Leaders understand which aspects of the curriculum are most effective and where improvement is needed. For example, they are revising the mathematics curriculum to strengthen pupils' fluency and recall of their previous knowledge.

Leaders make sure that staff have secure subject knowledge. Teachers usually deliver the intended curriculum well. Leaders and staff know pupils' needs. They adapt learning activities to help disadvantaged pupils and pupils with special educational needs and/or disabilities to access the curriculum successfully. Teachers identify and address gaps in pupils' knowledge when they arise.

Leaders have refreshed teachers' training on the school's phonics programme to address previous inconsistency in its delivery. This has improved how effectively staff teach early reading. Pupils now benefit from a more rigorous approach. When pupils fall behind in reading, staff provide support to help them catch up.

In writing, teachers do not consistently provide enough practice for pupils to secure fluent handwriting and accurate letter formation. As a result, some pupils' written work lacks fluency and legibility.

Early years

Expected standard 

Children get off to a positive start to their schooling. Leaders ensure that the curriculum meets children's needs and supports their progress. The setting is safe and suitably resourced. Classrooms are welcoming places in which to learn. Children with special educational needs and/or disabilities are identified promptly and receive appropriate help. Positive relationships with staff help children to settle quickly.

Staff understand children's starting points and prioritise their smooth transition into school. They work closely with families and local early years settings so that children feel confident and secure when they join the school.

Through regular phonics teaching, children secure the knowledge and skills they need to read. Children talk confidently about the sounds they know. However, at times, staff do not make the most of their interactions with children to develop and extend their vocabulary. When this happens, some children do not develop their language as well as they could.

Children take turns, listen to one another and share resources during activities. They follow routines well and develop independence and resilience. Where children need additional help, staff provide effective targeted support, such as speech and language activities. As a result, most children are ready for Year 1 by the end of Reception.

Leaders evaluate the school's work regularly and focus on the most important areas that need to be developed. Their oversight helps them to identify strengths and areas for improvement, and their decisions are guided by what pupils most need. For example, leaders recognise that further work is needed to improve consistency in phonics, mathematical fluency and pupils' writing. However, leaders' evaluation does not always focus sharply enough on the impact on pupils' learning. As a result, some actions take longer to embed consistently across the school.

Governors provide effective support and challenge. They discuss areas such as attendance, teaching and the use of pupil premium funding with leaders, and hold leaders to account for key aspects of their work. Governors know the school well and understand its priorities. They meet their statutory duties, for example ensuring that the school's safeguarding arrangements are effective.

Staff speak positively about working at the school. They describe leaders as supportive and approachable. Staff value how leaders consider their workload and wellbeing. They feel trusted to do their jobs well. Staff engage with the training leaders provide and work with local partnerships to strengthen their practice.

Parents are overwhelmingly positive about the care and education their children receive. Many describe the school as nurturing and welcoming. Parents value the communication that they receive and the way that leaders respond to concerns. This builds trust and positive relationships between the school and its community.

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

St Andrew's is a welcoming school where pupils feel known and valued. Pupils are guided by the school's vision of 'Letting our light shine'. This is reflected in how pupils treat one another. Staff greet pupils each day in a friendly and positive way. They take the time to understand pupils' needs and interests. This helps pupils to feel safe and supported. It also gives pupils the confidence to share any worries they may have.

Pupils enjoy their learning and typically achieve well. They develop knowledge and skills across the curriculum and, over time, become confident readers. Pupils relish learning new information, from building wattle-and-daub walls to finding out about the Anglo-Saxons. Pupils who face barriers to their learning, including pupils with special educational needs and/or disabilities, receive support that enables them to make progress through the curriculum. Pupils are generally well prepared for their next steps.

From the early years, children learn how to socialise and follow routines. Pupils behave well in lessons and around the school. Learning is rarely disrupted. Pupils show kindness towards one another. Instances of bullying or unkind behaviour are rare and are swiftly dealt with. Across the school, most pupils attend regularly. However, some pupils do not attend as regularly as others, which means they miss some learning.

Pupils value the additional responsibilities they are given, such as becoming buddies for younger children. They take on 'spirit blazer' roles that enable them to work with the community and get involved in fundraising events. Older pupils act as positive role models. They enjoy playing with and supporting younger pupils during breaktimes and at lunchtime. The school offers a wide range of clubs and activities, including musical and sporting experiences.

Next steps

- Leaders should continue their work to secure consistently high attendance for pupils, including those who are disadvantaged.
 - Leaders should ensure that staff in the early years have the skills to take every opportunity to develop children's communication skills, so that interactions with children consistently promote language development.
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About this inspection

The chair of the board of governors in this school is Joshua Mangas.

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.

Inspection activities:

Inspectors spoke with the headteacher and other senior leaders, including the special educational needs coordinator, during the inspection. The lead inspector spoke with a representative of the local authority. She also spoke with a group of governors, including the chair of the governing body.

The inspectors confirmed the following information about the school:

This school has a Church of England religious character. Its most recent section 48 inspection was in March 2019.

The school does not make use of alternative provision.

Headteacher: Anne Washington

Lead inspector:

Dianne Holcroft, His Majesty's Inspector

Team inspectors:

Nicola Howard, Ofsted Inspector

Chris Wilkins, 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**

197

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

300

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)

10.66%

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

3.55%

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

13.20%

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

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	66%	61%	Close to average
2024/25 (revised)	50%	62%	Below
2023/24 (final)	79%	61%	Above
2022/23 (final)	71%	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	79%	74%	Close to average
2024/25 (revised)	70%	75%	Close to average
2023/24 (final)	84%	74%	Above
2022/23 (final)	82%	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	82%	72%	Above
2024/25 (revised)	77%	72%	Close to average
2023/24 (final)	82%	72%	Above
2022/23 (final)	86%	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	74%	73%	Close to average
2024/25 (revised)	57%	74%	Below
2023/24 (final)	87%	73%	Above
2022/23 (final)	80%	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	28%	46%	Below
2024/25 (revised)	11%	47%	Below

Year	This school	National average	Compared with national average
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	61%	62%	Close to average
2024/25 (revised)	67%	63%	Close to average
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	67%	59%	Above
2024/25 (revised)	67%	59%	Close to average
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	39%	60%	Below
2024/25 (revised)	22%	61%	Below
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	28%	68%	-40 pp
2024/25 (revised)	11%	69%	-58 pp
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	61%	80%	-18 pp
2024/25 (revised)	67%	81%	-14 pp
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	67%	78%	-11 pp
2024/25 (revised)	67%	78%	-12 pp
2023/24 (final)	S	78%	S
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	39%	80%	-41 pp
2024/25 (revised)	22%	81%	-58 pp
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
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)	3.9%	5.2%	Below
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	4.0%	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)	10.4%	13.3%	Close to average
2023/24 (3 term)	12.6%	14.6%	Close to average
2022/23 (3 term)	8.3%	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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