

Bryn St Peter's CofE Primary School

Address: Downall Green Road, Ashton-in-Makerfield, Wigan, Lancashire, WN4 0DL

Unique reference number (URN): 106438

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 ●

Personal development and wellbeing

Strong standard ●

Leaders have designed a rich, well-thought-out programme of personal development that consistently enhances pupils' opportunities and experiences. Staff are well trained in spotting when pupils may need support. The pastoral offer is a mainstay of the school. Pupils are provided with layers of effective emotional support, both in and outside of school.

Pupils learn to manage their mental wellbeing. They fully understand how to look after their physical health, both through the curriculum and by representing the school in a range of sports events. Leaders carefully consider the pupils who take part in some of these events to help build their self-esteem, pride and sense of belonging.

The relationships, sex and health education programme is sensitively delivered. Pupils, including those who face barriers to learning, develop a secure understanding of what makes a healthy relationship and what consent means. They also have a secure knowledge of online risks and how to minimise them. Pupils learn about religions and cultures that may be different to their own. They have regular involvement with local churches and other faith leaders visit the school. Pupils speak with confidence and maturity about equality and how people differ. Pupils learn about fundamental British values and relate them to examples in school. They have an impressive knowledge of the government and monarchy.

A comprehensive timetable of trips broadens pupils' horizons further. For example, outdoor pursuits on residential visits, singing in a cathedral and visiting a local observatory, all help to bring the curriculum to life and deepen pupils' understanding. Pupils enjoy a varied range of clubs, from athletics to chess to cookery. Leaders listen to pupils' suggestions about which clubs they would like. Leaders track participation to ensure that disadvantaged pupils and those who face other challenges benefit from the school's offer. Pupils are exceedingly well prepared for life in modern Britain.

Expected standard ●

Achievement

Expected standard ●

At the end of key stage 2, attainment in reading, writing and mathematics is close to or above national averages. This includes for disadvantaged pupils who make up a significant proportion of the school's population. Year 1 phonics screening check scores are typically in line with national expectations.

Pupils' books show growth in knowledge and skills over time and pride in their work. Pupils have secure recall of their learning. For example, they talk confidently about their coding topic in computing and relate this to making animations and a car prototype. Pupils with barriers to learning make considerable progress from their starting points.

Leaders have identified that occasionally, some pupils make multiple and repeated errors in their spelling. Additionally, a minority of pupils lack consistent accuracy and fluency in their

handwriting. Work is underway to address these issues and establish consistency in expectations across the school.

Attendance and behaviour

Expected standard 

Leaders prioritise pupils' attendance. Leaders have embedded robust systems to track and analyse pupils' absence, alongside proactive measures, such as adjusting holiday dates and celebrating improvements in pupils' attendance. Staff work sensitively with parents and carers to support them in overcoming any barriers to attendance. Leaders work with external agencies when this is needed. As a result, attendance is in line with national averages, including for disadvantaged pupils and those with special educational needs and/or disabilities.

From the start of each day until the end, staff exude positivity. They model and encourage caring and respectful relationships. Recent revisions to the behaviour policy and the school's structured approach ensure that any incidents of negative or bullying behaviour are resolved quickly. There is a happy, purposeful atmosphere around the school. Pupils, including those who face barriers to their learning, enjoy school and immerse themselves enthusiastically in lessons. Disruption to learning is rare. Older pupils act as role models to their younger counterparts at playtimes, organising games and activities. Pupils develop a mature approach in being accountable for their own actions. They are polite and helpful without any prompting from adults. Pupils encourage and support each other to do their best.

Curriculum and teaching

Expected standard 

Leaders have made sure that the curriculum in each subject is ambitious and well ordered to build on what pupils have learned before. There is a clear focus on important areas such as reading, writing and mathematics. Leaders are quick to notice when something is not working well. They act swiftly to make improvements. An example of this is the recent introduction of a new assessment tool. This helps staff to accurately identify any gaps in pupils' learning, adapt activities and provide extra support to those pupils who need it.

Staff receive high-quality, relevant training to enable them to deliver the curriculum well. They model and explain new concepts clearly, picking up any misconceptions and resolving them as they go. Pupils are encouraged to work collaboratively in their lessons. Those who face challenges to their learning generally access the same curriculum as their peers. Activities are adapted well to support their learning. For example, in computing, video instructions are available rather than written ones and word banks are in place to support pupils' writing. Pupils who need support to catch up on important knowledge in reading, writing and mathematics are provided with this in a timely way.

Early years

Expected standard 

Children get off to a positive start in the Reception class. Leaders have developed an ambitious curriculum that clearly identifies and sequences the important knowledge children will learn. From transition in to the school onwards, staff forge warm, nurturing relationships

with children and work closely with parents and carers. Consequently, children's wellbeing and welfare are effectively supported. They feel safe, secure and settled in the setting.

Staff receive relevant training. They have the expertise they need to deliver the curriculum successfully. They deliver phonics sessions effectively while modelling a passion for reading that children readily embrace and enjoy. Staff organise an exciting environment that captures children's interest. Staff recognise the importance of using every opportunity to engage children in high-quality interactions that extend their language and vocabulary. There is a buzz across the classroom of independent conversations, interactions and imaginary play.

As the Reception year progresses, children develop into independent, resilient and sociable learners. Staff keep a close eye on children's progress and intervene quickly to close any gaps. Pupils who face barriers to their learning are skilfully supported so that they can access learning successfully and make progress at an appropriate pace. By the end of the Reception Year, children achieve well and are ready for Year 1.

Inclusion

Expected standard 

Leaders put pupils who face barriers to learning at the heart of their work. Pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged and those who are vulnerable in other ways, are consistently nurtured and championed by staff.

Staff identify pupils' needs through a clear and well understood process. Pupil and parent and carer voice shapes support at every stage. Leaders work well with a range of professionals and agencies, including the virtual school for looked after children, to seek specialist advice. High-quality training improves staff's expertise. Staff know pupils well. Staff put the necessary adaptations into place to reduce pupils' barriers to learning and broaden their experiences. As a result, pupils with SEND and disadvantaged pupils access the same curriculum as their peers wherever possible.

Leaders set high expectations for all pupils. Leaders track pupils' progress closely. This analysis is used to adjust targets and inform future teaching for pupils with SEND. Additionally, it enables leaders to check that the funding allocated to disadvantaged pupils is having the intended impact. Pupils with SEND and those who are disadvantaged make secure progress from their starting points, in learning and in their personal development.

Leadership and governance

Expected standard 

Leaders are well poised to build on the school's existing strengths. They set high expectations and model a professional culture that reflects these. Leaders have a clear and accurate understanding of the school's context and areas for development. They act swiftly to secure improvements where needed, keeping pupils' interests at the centre of their thinking.

Leaders are well supported by the governing board. Governors are deeply committed to the school's role at the heart of the community. Governors carry out their statutory responsibilities effectively, maintaining a secure understanding of the school's work and

pupils' experiences. This enables governors to provide a healthy balance of support and challenge to leaders.

Leaders and staff share a clear vision and an open professional learning culture. They welcome opportunities to collaborate with other bodies such as the diocese, local authority and their local group of schools, making the most of well-focused opportunities for professional learning and development. Staff, including early career teachers, feel well supported in their roles. They receive high-quality training that helps them design and deliver lessons effectively. Staff appreciate leaders' support for their wellbeing. They say that leaders make every effort to reduce unnecessary workload. Staff feel valued and listened to and that they are part of the decision-making process.

Parents and carers are complimentary about the school. They value staff's nurturing approach and say that any concerns are dealt with quickly and fairly. Parents also welcome the wealth of enrichment opportunities that the school offers.

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

Pupils at Bryn St Peter's CE Primary School are warmly welcomed into school by staff each morning. Guided by their school motto, 'together with God, building our future', pupils thrive here academically, socially, and emotionally. Pupils are safe, valued and listened to. Relationships between staff and pupils are caring and respectful. The school offers large grounds with plenty of activities for pupils to enjoy, creating a lively and engaging atmosphere. Pupils get along harmoniously. They encourage each other in a variety of activities such as sports, music and games.

Pupils are keen to attend school and most do so regularly. They fulfil the school's high expectations for their achievement. From the early years onwards, pupils are attentive and curious to learn. Staff encourage pupils to work hard and to be resilient. Pupils, including those with additional needs, are well supported to succeed. Those pupils with special educational needs and/or disabilities make secure progress from their starting points.

Pupils consistently behave with courtesy and consideration of others. Staff resolve any unkind behaviour or bullying straight away. Pupils benefit from a range of visits and experiences. For example, they enjoy learning in the school's forest area. Pupils proudly take up positions of responsibility, such as school councillors and 'rave' worship ambassadors, making meaningful contributions to their school and local communities.

Pupils strive to live out the school's values of love, faith, hope, respect and compassion. Following the success of the school's anniversary walking and fun day celebration last year, the school has increasingly become the hub of the community. Pupils are at the heart of this. They learn that kindness and giving are expectations that shape who they are and how they contribute to the wider world. Pupils are well prepared for the next stages of their education.

Next steps

- Leaders should continue to embed the assessment systems in place to enable teachers to identify and address gaps in learning so that pupils can achieve as well as possible across the curriculum.
 - Leaders should support teachers to further embed the teaching of spelling and handwriting so that pupils apply their skills more consistently across the school.
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About this inspection

The chair of the board of governors in this school is Michael Walker.

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 HMI.

Inspectors spoke with the headteacher, other senior leaders and staff. The lead inspector also met with members of the governing board, including the chair of governors, a representative from the diocese and a representative from the local authority.

The inspectors confirmed the following information about the school:

A new headteacher took up post in January 2026.

This school is registered as having a Church of England religious character. It is in the Diocese of Liverpool. Its last section 48 inspection was in December 2024.

The school currently uses no alternative provision.

Headteacher: Andrew McConnell

Lead inspector:

Ruth Moran, His Majesty's Inspector

Team inspectors:

Liz Davidson, Ofsted Inspector

Ian Hardman, 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

196

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)

40.82%

Above average

What does this mean?

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

National average: 26.3%

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

3.57%

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

16.33%

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

Close to 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	64%	61%	Close to average
2024/25 (final)	76%	62%	Above
2023/24 (final)	52%	61%	Below
2022/23 (final)	65%	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	72%	74%	Close to average
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	62%	74%	Below
2022/23 (final)	74%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25 (final)	83%	72%	Above
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	74%	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	80%	73%	Above
2024/25 (final)	90%	74%	Above
2023/24 (final)	69%	73%	Close to average
2022/23 (final)	81%	73%	Above

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	69%	46%	Above
2024/25 (final)	83%	47%	Above
2023/24 (final)	58%	46%	Above
2022/23 (final)	64%	44%	Above

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	71%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	83%	63%	Above
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	64%	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	71%	59%	Above
2024/25 (final)	83%	59%	Above
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	64%	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	74%	60%	Above
2024/25 (final)	83%	61%	Above
2023/24 (final)	58%	59%	Close to average
2022/23 (final)	82%	59%	Above

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	69%	68%	1 pp
2024/25 (final)	83%	69%	14 pp
2023/24 (final)	58%	67%	-9 pp
2022/23 (final)	64%	66%	-3 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	71%	80%	-8 pp
2024/25 (final)	83%	81%	3 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	64%	78%	-15 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	71%	78%	-6 pp
2024/25 (final)	83%	78%	5 pp
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	64%	77%	-14 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	74%	80%	-5 pp
2024/25 (final)	83%	81%	3 pp
2023/24 (final)	58%	79%	-21 pp
2022/23 (final)	82%	79%	3 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)	4.8%	5.2%	Close to average
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	5.6%	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)	9.4%	13.0%	Below
2023/24 (3 term)	10.2%	14.6%	Below
2022/23 (3 term)	14.8%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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