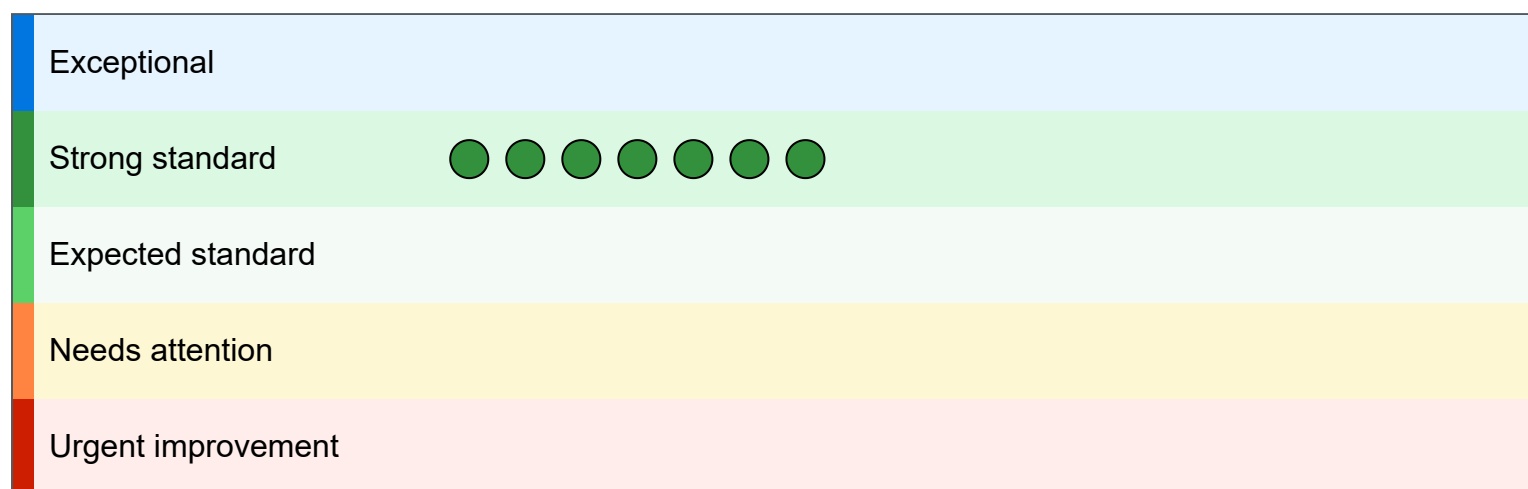


Turton and Edgworth CofE/Methodist Controlled Primary School

Address: Bolton Road, BL7 0AH

Unique reference number (URN): 119408

Inspection report: 18 November 2025



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, including disadvantaged pupils, achieve well in end of key stage 2 tests. For example, the proportion of all pupils reaching the expected and higher standard in reading, writing and mathematics has been above the national average across the last 3 years. Pupils with special educational needs and/or disabilities and those known (or previously known) to social care consistently make very positive progress from their starting points.

Any gaps in pupils' learning are swiftly identified and addressed. This includes the key skills of communication, reading, writing and mathematics. Leaders ensure that this is a priority for all pupils. As a result, such gaps are narrowed and closed rapidly.

Over time, pupils consistently secure a detailed knowledge across the curriculum. They confidently share their understanding of concepts including empire, monarchy and fair testing. Pupils take pride in their achievements. They demonstrate this in the high-quality work that they produce across their different subjects.

Attendance and behaviour

Strong standard ●

Leaders consistently promote the importance of attending school regularly. Leaders build strong and trusting relationships with families and the wider community. Staff work closely with families to overcome any barriers to attendance. Pupils' attendance rates are consistently high. They want to attend because they are enthused by the school's academic and wider offer.

The school is a calm and welcoming place. Pupils have a powerful sense of belonging to the 'Edgworth family'. Their behaviour is a credit to themselves and the school. Kindness and respect for everyone are integral within the school community and upheld by all. Pupils celebrate their own and their friends' achievements in equal measure. They are incredibly supportive of one another.

Pupils display very positive attitudes to learning. Older pupils set an excellent example to younger pupils. They provide gentle reminders about how to behave. On the rare occasion that pupils need extra support to behave well, this is dealt with sensitively. Bullying and discrimination are not accepted, and any incidents are dealt with swiftly and in line with school policy. Pupils are clear that any worries or issues are dealt with by teachers. They feel safe and know there are adults they can go to if they are worried.

Curriculum and teaching

Strong standard ●

Leaders are highly reflective and driven to continually improve their curriculum offer. They know their school and community extremely well. This ensures that there are purposeful links in the design of the school's established 'IMPACT' curriculum. For example, pupils' learning is brought to life through local field trips. Pupils benefit from a consistently high-quality curriculum that prepares them extremely well for their future learning.

The school puts speaking, reading, writing and mathematics at the heart of learning. Through robust review and refinement, leaders make well-informed decisions about the teaching of these subjects. For example, recent changes to the teaching of handwriting, times tables and phonics have been used to maximise the support provided for pupils who need help to secure this key knowledge.

Leaders ensure that staff receive the training and support needed to be confident in their teaching. Staff have expert subject knowledge. They explain ideas clearly, focusing on the most important concepts and vocabulary that pupils need to master. Through carefully designed checks, staff ensure that pupils are supported to link recent learning to learning from previous terms and years. This helps pupils to make secure connections in their learning over time.

Staff ensure that pupils' additional needs do not become barriers to learning. They skilfully adapt the access to the curriculum for these pupils. As a result, these pupils benefit from the same excellent curriculum as their peers.

Early years

Strong standard ●

The early years curriculum is carefully considered so that children secure the knowledge and skills that they require for Year 1 and beyond. The teaching of phonics begins as soon as children enter the Reception Year. There is a sharp focus on language development through stories, rhymes and high-quality modelling of vocabulary. Children listen attentively and focus for sustained periods of time on their learning. They are provided with frequent opportunities to rehearse and practise their learning across the curriculum. Staff expertly guide children to apply their phonics and number knowledge in their own writing and independent activities.

Leaders work closely with parents and carers. Staff adeptly adjust and adapt the provision for any pupils who require additional support. This ensures that any barriers to learning are identified from the start. Leaders are extremely knowledgeable about how children learn and develop. They have recently made insightful decisions and changes to the curriculum to further support children's physical development and their emerging writing skills.

Children, including disadvantaged children and those with special educational needs and/or disabilities, are remarkably well prepared for their next stage of learning. They are very well supported to get off to a flying start in their education.

Inclusion

Strong standard ●

Inclusion sits at the heart of the school's work. Leaders remove any barriers that pupils face to enable them to participate fully in school life. Pupils develop a deep sense of belonging. Leaders continually strive to enhance the school's provision for vulnerable pupils. Additional funding is used effectively to provide highly tailored support for disadvantaged pupils. These strategies are regularly reviewed and refined to ensure that all pupils are included and able to thrive.

Robust and established approaches to identify pupils' individual needs ensure that pupils with special educational needs and/or disabilities receive timely support. Highly trained staff implement a wide range of well-considered strategies. They continually review and adapt their approaches, for example with additional training for staff to know how to coach and support pupils who sometimes struggle to manage their emotions.

Leaders have particularly productive partnerships with parents and carers and, where necessary, with specialist support. This collaborative approach is extremely effective in removing any barriers to learning, enabling pupils to flourish. Disadvantaged pupils and other vulnerable groups of pupils at the school are very well supported to progress swiftly from their starting points. They achieve highly across the curriculum and make a tangible contribution to school life.

Leadership and governance

Strong standard ●

Leaders have exceedingly high expectations for all pupils. These are consistently realised in academic, social and emotional outcomes for pupils at the school. The school's inclusive approach is particularly effective. Leaders act in the best interests of children, including those who are disadvantaged.

Leaders and governors are highly reflective. The school has many notable strengths, and leaders are determined to continue to build on these. They skilfully use embedded systems to identify the school's strengths and ways to further enhance the school's provision.

Governors understand their statutory duties and how to uphold these. They have a clear vision for the school. They provide robust challenge and support in equal measure. The school is extremely successful in its work with families and the local community. Parents and carers are overwhelmingly positive about the work of the school.

The school ensures that staff benefit from a very well-considered professional learning programme. This focuses on what will make the school even better for its pupils. Staff feel consulted with and listened to. They are proud and passionate about their work at the school. Staff feel valued and that their workload and wellbeing are prioritised by leaders.

Personal development and wellbeing

Strong standard ●

Leaders' unwavering commitment to providing an extensive personal development programme is noteworthy. The programme is expertly tailored to the school's context. Leaders ensure that pupils' views and ideas are considered in the design of this aspect of the school's work. A core part of this offer is preparing pupils for life beyond school. Pupils are taught about budgeting, saving money and the cost of everyday items. They learn about peer pressure and risks, including online safety, in an age-appropriate way. This helps them to make informed and safe decisions.

Pupils are enthusiastic about the multitude of opportunities provided by the school. They benefit from visits, such as to see the astronaut Tim Peake as part of their work on space. Leaders work diligently to remove any barriers for pupils that prevent them from taking part

in activities. All pupils, including those who are disadvantaged, benefit from the extensive enrichment programme on offer.

Pupils demonstrate through their words and actions how they have respect for diversity among people. They learn about different families, faiths and cultures. Pupils know what makes a healthy relationship. They understand the changes that will happen to them as they grow up. Pupils particularly appreciate their work on mindfulness to support their wellbeing.

Pupils are proud advocates of their school. They know that their voices are heard and have an impact. The school council and a range of pupil ambassadors work with leaders to make the school and their local area even better. For example, pupils planted 200 trees in their local community and took part in a litter pick near the local reservoir. Pupils are extremely well supported to become confident, compassionate and respectful members of their school and wider community. The impressive range of powerful experiences that pupils receive prepares them exceedingly well for life in modern Britain.

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

Pupils at this school thrive in an environment where they feel safe, cared for and included. They are proud to belong to this school community. Pupils benefit from highly supportive relationships with adults and their peers.

Celebrating the success of others is second nature to pupils. It is threaded throughout each day. Pupils are adept at using their 'superpower' to be kind to all they meet. They make use of the kindness boxes available across the school. Pupils are clear that bullying is not an issue at the school. They are confident that teachers would quickly deal with any issues if this were to occur.

Pupils are committed and curious learners. They confidently articulate their thoughts and ideas to others. Pupils, including those who face any barriers to their learning, achieve very highly across the curriculum. Staff have a thorough understanding of individual needs. They use very successful strategies that ensure that pupils overcome any challenges that they may face. Disadvantaged pupils and those with special educational needs and/or disabilities are supported expertly to progress well through the curriculum.

Pupils benefit from attending school frequently. They relish the vast array of exciting and engaging opportunities and experiences that the school provides, such as helping to care for the chickens and sheep in the school's farm and 'Cluckingham Palace'. Pupils demonstrate great sensitivity and empathy through taking on responsibilities for their class pets.

The school sits at the heart of its community. Pupils are active members of their local area. They proactively organise and take part in activities such as tree planting, working with the parish council and raising money for local charities. Pupils also benefit from learning about the world around them through visits to other schools and learning about fundamental British values. This helps to bring their learning to life and prepares them well for life in modern Britain.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils. This includes disadvantaged pupils, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care and those who may face other barriers to their learning and/or wellbeing.
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About this inspection

The chair of the board of governors in this school is Daniella Thompson.

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

Following our updated 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 school leaders and staff during the inspection. The lead inspector met with members of the governing body, including the chair of the governing body. Inspectors also spoke with a representative of the local authority, a representative of the diocese and a representative of the Methodist Academies and Schools Trust.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England/Methodist religious character. The school is voluntary controlled and is part of the Diocese of Manchester and The North West England Methodist Church. The last section 48 inspection took place in March 2019.

Headteacher: Craig Wheatley

Lead inspector:

Rebecca Jewitt, His Majesty's Inspector

Team inspectors:

Frith Murphy, His Majesty's Inspector

Louise McArdle, His Majesty's 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 18 November 2025

School and pupil context

Total pupils

185

Below 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)

5.95%

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

1.08%

Below 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

15.14%

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	77%	61%	Above
2024/25	86%	62%	Above
2023/24	70%	61%	Above
2022/23	77%	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	87%	74%	Above
2024/25	95%	75%	Above
2023/24	81%	74%	Above
2022/23	87%	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	86%	72%	Above
2024/25	86%	72%	Above
2023/24	89%	72%	Above
2022/23	83%	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	91%	73%	Above
2024/25	95%	74%	Above
2023/24	81%	73%	Above
2022/23	97%	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	75%	46%	Above
2024/25	S	47%	S
2023/24	S	46%	S
2022/23	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	83%	62%	Above

Year	This school	National average	Compared with national average
2024/25	S	63%	S
2023/24	S	62%	S
2022/23	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	83%	59%	Above
2024/25	S	59%	S
2023/24	S	58%	S
2022/23	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	92%	60%	Above
2024/25	S	61%	S
2023/24	S	59%	S
2022/23	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	S	69%	S
2023/24	S	67%	S
2022/23	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	83%	80%	4 pp
2024/25	S	81%	S
2023/24	S	80%	S
2022/23	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	83%	78%	6 pp
2024/25	S	78%	S
2023/24	S	78%	S
2022/23	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	92%	80%	12 pp
2024/25	S	81%	S
2023/24	S	79%	S
2022/23	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 (1 term)	3.4%	5.1%	Below
2023/24	4.9%	5.5%	Close to average
2022/23	4.1%	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 (1 term)	6.2%	14.3%	Below
2023/24	9.7%	14.6%	Below
2022/23	6.3%	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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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

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