

St Peter and Paul Catholic Primary School, Mawdesley

Address: Ridley Lane, Mawdesley, Nr Ormskirk, Lancashire, L40 3PP

Unique reference number (URN): 119678

Inspection report: 21 May 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 

On the whole, pupils achieve well. This is typically reflected in national curriculum assessments. Pupils build up their knowledge securely over time. Many pupils develop a clear understanding across a range of subjects. In reading, writing and mathematics, many pupils gain the essential knowledge and skills they need to succeed. Many apply this learning with confidence across the wider curriculum. This supports their readiness for future learning. As a result, overall, pupils are prepared well for the next stage in their education.

However, for a few pupils, their achievement is not as high. Pupils do not always have sufficient time to review and improve their work. This limits how securely they embed their learning. As teachers' expectations of what writers can achieve are inconsistent, the most capable writers do not always reach the standards they are able to achieve.

Attendance and behaviour

Expected standard 

Leaders have established clear systems to monitor attendance closely and respond promptly to any patterns that they identify. Pupils' attendance is above the national average. Most pupils attend regularly, arrive on time and are ready to learn. Leaders work effectively with families and external agencies to reduce barriers to attendance and promote its importance. For a few pupils who are persistently absent, leaders target support effectively. This has led to improvements in attendance for these pupils.

Behaviour across the school is positive and supports a calm and purposeful learning environment. Pupils demonstrate respect towards staff and their peers. This means that there is a school culture where discriminatory language is not tolerated. Bullying and unkind behaviour are very rare. If they do happen, leaders swiftly deal with them so they stop. Pupils engage well in lessons. Low-level disruption is infrequent and is managed effectively by staff, ensuring that learning is not significantly affected. Around the school, pupils move sensibly and conduct themselves appropriately during social times. Relationships between pupils and staff are strong and contribute to the positive ethos. Staff provide effective support for the small number of pupils who require extra help to manage their behaviour.

Curriculum and teaching

Expected standard 

Leaders have a secure and accurate understanding of the quality of teaching and curriculum. Recently, this has driven noticeable improvements across the school and different subjects. The curriculum is now broad, balanced and well sequenced. It identifies the knowledge pupils need to learn at different stages in school. Teachers have secure subject knowledge. They teach mixed-age classes confidently. Typically, pupils build knowledge in a clear order and often revisit key ideas over time. That said, although staff make some adjustments to support pupils with barriers to learning, these adaptations are not always effective.

Early reading is a clear priority. Staff support pupils who are at the early stages of reading. This helps them to become confident, fluent readers. Teachers also focus on ensuring pupils

develop key skills and knowledge. This generally gives pupils a solid foundation for future learning. Most pupils benefit from this support. However, some pupils do not always have enough chance to review and improve their work. This is especially true in writing. As a result, pupils repeat some errors. At times, expectations of pupils' written work are not ambitious enough. This limits the quality of some pupils' written work.

Leadership and governance

Expected standard 

Leaders and governors share a clear ambition for all pupils to succeed. They use their thorough understanding of the school's context to guide its improvement priorities. They have taken decisive action to strengthen key areas such as the curriculum, and improve pupils' outcomes. This has resulted in increasing sustained improvements overtime. Despite recent changes in the school's inclusive practices, the use of adaptations for pupils who need them are not as embedded, and have not had the same impact.

Governors maintain an accurate view of the school's effectiveness. This has been a significant improvement since the previous inspection. They provide thoughtful support alongside constructive challenge, ensuring that leaders remain focussed on continued improvement. Governors are visible within the school. They fulfil their statutory responsibilities effectively, including maintaining robust safeguarding arrangements. They oversee how well vulnerable groups, including disadvantaged pupils and those with special educational needs and/or disabilities are supported.

Leaders take a strategic approach to staff development by aligning professional learning with school priorities. Staff collaborate effectively, share good practice and increasingly benefit from external partnerships. This approach strengthens teaching and curriculum delivery while also helping to manage workload, particularly within the context of a small school.

Leaders promote a community-focused ethos in which pupils feel safe, valued and included, and where positive relationships with families are actively encouraged. Parents and carers value the welcoming and caring nature of the school and appreciate the communication they receive. Leaders engage effectively with the wider community to ensure that pupils benefit from a high-quality educational experience.

Personal development and wellbeing

Expected standard 

The school's personal development provision is well thought out and suitably structured. This includes its programmes for personal, social and health education (PSHE) and relationships, sex and health education (RSHE). Pupils gain a clear understanding of friendships, respect and the variety of family structures that exist. They are taught how to keep themselves safe and make healthy choices, both in their day-to-day lives and when online. Pupils also develop an awareness of risks in their local area and learn the importance of maintaining a healthy lifestyle, including eating well. The curriculum actively promotes respect for others. It helps pupils to understand the values that underpin both the school community and life in modern society.

Pupils take pride in the range of leadership roles available to them. These opportunities allow them to play an active role in shaping the school community. Through their

involvement, pupils build confidence and learn to voice their opinions appropriately, particularly when they feel something needs to change. The school's pastoral support is highly valued by pupils.

Pupils speak enthusiastically about opportunities outside of their lessons. For example, they enjoy the range of clubs on offer to them such as cheerleading or badminton. They value the trips that are organised for them, such as their upcoming overnight residential. These experiences broaden their understanding of the world, including local issues, historical learning and the natural environment.

Acts of collective worship play an important role in reinforcing the school's values and ethos. They provide opportunities for pupils to reflect on significant events and to deepen their understanding of key values such as democracy, tolerance and respect for the rule of law. Contributions from visitors further enhance these experiences. As a result, pupils are prepared well for their future as responsible and engaged members of society.

Needs attention

Inclusion

Needs attention 

Leaders have recently introduced changes to help staff understand pupils' needs better. This includes pupils with special educational needs and/or disabilities as well as other pupils who face barriers to their learning. These changes enable staff to identify pupils who require additional support more promptly and securely. Leaders are ensuring that they assess pupils' needs more carefully.

Leaders have not previously ensured that staff provided the correct support to match pupils' needs. In addition, the effectiveness of any support provided varied too much. This is beginning to change. Leaders have provided professional development for staff to help them to match the correct support to pupils needs. When leaders ensure that teachers choose the right support, many pupils take part in lessons and learn well. It remains the case though that some pupils occasionally still do not get the right help at the right time. Leaders recognise though that there is more to do to make sure staff use the best strategies more consistently.

Leaders use the pupil premium funding well. This helps disadvantaged pupils receive the support they need to succeed. Even though many disadvantaged pupils join the school at various times, they settle quickly and make secure progress from their starting points.

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

Pupils take great pride in being part of the school community. They recognise it as a safe and supportive environment. Adults care for them, value their opinions and look after their wellbeing. Relationships across the school are positive and nurturing. Pupils treat each other and staff with kindness and respect. Incidents of poor behaviour, including bullying or

unkindness, are rare. A strong culture of respect underpins daily life. Pupils show increasing independence in managing their own behaviour, for example when moving around the school, attending assemblies or returning to lessons. Older pupils act as positive role models for younger children.

Pupils demonstrate enthusiastic attitudes towards school life. They enjoy their learning and value the range of opportunities available to them beyond the classroom. These include clubs, educational visits and experiences with visiting speakers, all of which enhance their learning. Furthermore, pupils enjoy raising money for various charities to help out those less fortunate than themselves. For example, pupils recently took part in the school's 'Big Lent' event, which helped to raise money for children in Bangladesh. Attendance is high overall. Pupils arrive on time and settle quickly into lessons.

Pupils typically achieve well across key subjects, including reading, writing and mathematics. For many pupils with special educational needs and/or disabilities as well, as those who are disadvantaged, they make positive progress from their starting point. However, for some pupils, staff do not effectively tackle their barriers to learning. This means at times these pupils do not make as much progress from their starting point as they could do.

Pupils benefit from a range of leadership opportunities. They can be 'eco warriors' and playground leaders. These experiences help pupils to develop confidence and a sense of responsibility. By the time they leave, pupils are prepared well for life in modern Britain.

Next steps

- Leaders should ensure that staff have the precise information about pupils' starting points, SEND and gaps in learning, and that they are able to use this consistently well to adjust teaching and support pupils.
 - Leaders should ensure that pupils have sufficient opportunities to review their written work so they can embed their understanding of grammar, punctuation and/or spelling patterns.
 - Leaders should ensure that expectations for high-attaining writers are consistently ambitious so that these pupils attain the standards of which they are capable.
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About this inspection

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.

The chair of the board of governors in this school is Philip Dawson.

Inspectors spoke with the headteacher, teaching and support staff. The lead inspector also met with a group of governors, including the chair of the governing body. He also spoke with

representatives from the local authority and the Diocese of Liverpool.

The school is currently being led by an acting headteacher. Since the previous inspection, there has been some disruption to leadership. A new headteacher has been appointed to take up her role in September 2026.

The school is registered as having a Roman Catholic religious character. Its last section 48 inspection was in April 2023.

The school currently uses no alternative provision.

At the time of the inspection, there were 35 pupils on roll.

The school has a small number of children who attend early years. Due to the small numbers, this provision is not reported on separately. Inspectors gathered evidence about the experiences and outcomes of these pupils, and this evidence is included in the inspection findings above.

Headteacher: Katie Laithwaite

Lead inspector:

Stuart Perkins, His Majesty's Inspector

Team inspector:

Liz Davidson, 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 21 May 2026

School and pupil context

Total pupils

40

Well 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

105

Well 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)

5.00%

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

0.00%

Well 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

5.00%

Well 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	62%	61%	Close to average
2024/25 (final)	45%	62%	Below
2023/24 (final)	71%	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	72%	74%	Close to average
2024/25 (final)	73%	75%	Close to average
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	73%	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	72%	72%	Close to average
2024/25 (final)	55%	72%	Below
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	91%	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	79%	73%	Close to average
2024/25 (final)	82%	74%	Above
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	82%	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	S	46%	S
2024/25 (final)	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	S	62%	S
2024/25 (final)	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	S	59%	S
2024/25 (final)	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	S	60%	S
2024/25 (final)	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	S	68%	S
2024/25 (final)	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	S	80%	S
2024/25 (final)	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	S	78%	S
2024/25 (final)	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	S	80%	S
2024/25 (final)	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 (3 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	5.2%	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)	9.5%	13.0%	Below
2023/24 (3 term)	14.6%	14.6%	Close to average
2022/23 (3 term)	11.4%	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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