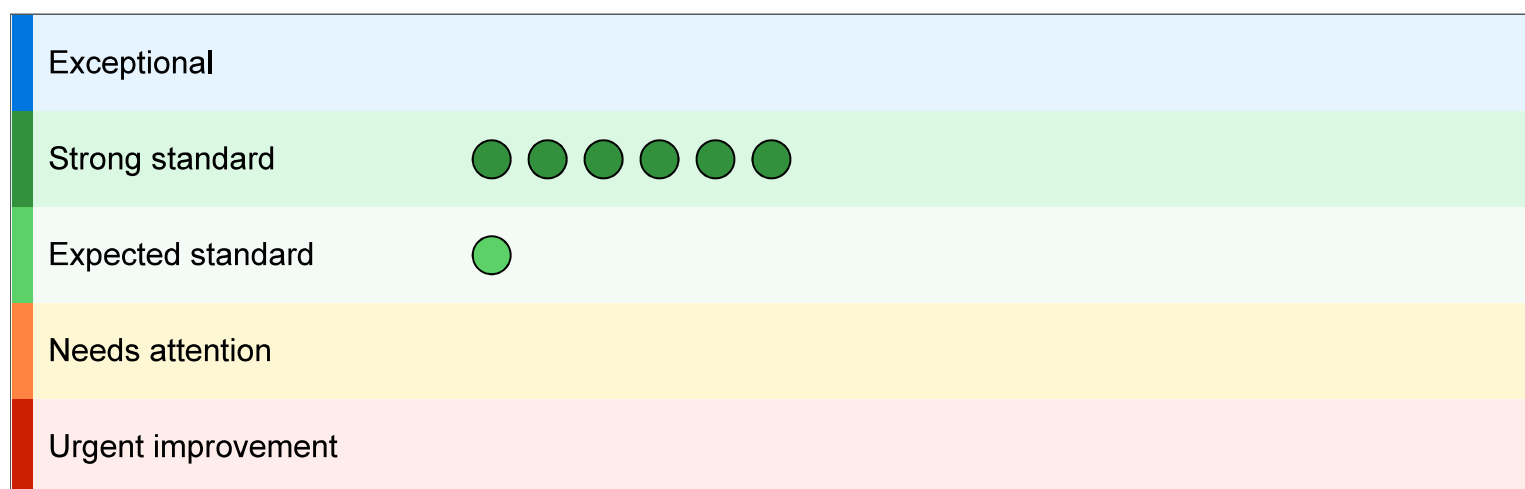


Parish Church of England Primary School, St Helens

Address: Charles Street, St Helens, Merseyside, WA10 1LW

Unique reference number (URN): 145458

Inspection report: 24 March 2026



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 ●

Attendance and behaviour

Strong standard ●

Attendance has improved significantly and is now a notable strength. Leaders' systems are robust and proactive. Persistent absence has reduced markedly. Staff track punctuality and absence closely. They intervene early and remove practical barriers so pupils can attend well. Pupil 'attendance avengers' support the school's focus on improving attendance. They work with leaders to improve how often their peers are in school. The strength of the school's curriculum offer motivates pupils to be in school. They also enjoy the £5 weekly award for those classes who reach the school's attendance target.

Behaviour across the school is positive and calm. Clear routines, consistent expectations and ardent relationships support this. Pupils behave respectfully towards staff and one another. During social times, they play cooperatively. Pupils understand what being 'ready, respectful and responsible' looks like. They show positive attitudes to learning and settle quickly to tasks. Pupils speak confidently about fairness, inclusion and kindness. Incidents of harmful behaviour are rare and addressed swiftly.

Curriculum and teaching

Strong standard ●

The curriculum is ambitious and driven by the school's values. It is designed to build pupils' vocabulary, curiosity and deepen their thinking. Pupils speak confidently about how teachers help them to remember what they have learned. This helps them to connect new learning to what they already know, supporting pupils to build knowledge securely across subjects. Learning inspires pupils about their future careers. For example, topics in history have inspired some pupils' interest in archaeology. Leaders also prioritise strong foundations in reading and writing. They ensure that pupils secure essential phonics knowledge early on. Leaders provide support that enables pupils who need to catch up to do so quickly. This is particularly evident for younger pupils.

Across lessons, staff use a range of approaches that help pupils to rehearse ideas before working independently. Teachers use their subject knowledge to break down complex concepts into manageable chunks.

Leaders acted swiftly in response to a recent dip in pupils' learning of mathematics. They strengthened teaching through introducing regular fluency sessions. These are already improving pupils' recall and confidence. Pupils benefit from a mathematics curriculum that builds secure knowledge. It also encourages them to question, debate and link their learning to real-world issues.

Early years

Strong standard ●

Children in the early years receive a nurturing and academically rich start to school. Warm, consistent relationships and a sense of belonging are evident. Practice is closely aligned between each class. There are clear routines and children benefit from consistently high-quality interactions with adults. Children learn in calm, language-rich spaces. Staff extend vocabulary through purposeful conversations in story time, small groups and play. Outside

learning is equally a strength. For example, staff read 'The Three Billy Goats Gruff' while children designed bridges linked to a recent farm visit, sustaining deep engagement.

The curriculum prioritises establishing strong foundations. Even the youngest children move confidently between activities because routines are well established. Children develop growing independence. Thoughtfully embedded care routines, such as calm corners and supervised snack times, support this. Staff teach the importance of dental hygiene and encourage independence in toileting.

Reading is a clear priority. An expertly taught phonics programme helps children in Reception secure early reading skills quickly. A balanced curriculum provides effective adult-led teaching alongside rich opportunities for children to explore on their own. Partnerships with parents and carers strengthen children's progress and wellbeing. Children leave Reception very well prepared for Year 1, both academically and in their social and emotional development.

Inclusion

Strong standard ●

Inclusion is a defining feature of Parish Primary School. Leaders' 'inclusion by design' principles are visible in staff's practice. Leaders make careful adjustments and shape support around individual pupils' needs. Staff know pupils incredibly well. This includes young carers and those joining the school with limited English or other gaps in their learning. Leaders are quick to spot the needs of pupils with special educational needs and/or disabilities (SEND), ensuring that support is timely and appropriate.

Classrooms reflect leaders' inclusive ethos. Teachers demonstrate deep knowledge of pupils' needs. They use helpful prompts and resources to ensure that pupils can join in confidently with their learning. Many pupils with SEND benefit from the school's calm spaces and reassuring interactions with staff. Leaders monitor pupils' progress closely and evaluate the impact of the support they provide. They refine it when needed.

The school commits to removing financial, social, linguistic or other barriers so that pupils can participate fully. Staff collaborate with external professionals, parents and carers purposefully. Leaders work proactively with specialists to help staff tailor support and develop pupils' aspirations. Staff benefit from training which ensures consistent, high-quality practice. Leaders use additional funding for disadvantaged pupils strategically. This strengthens the 'safety net' around those who need it most.

Leadership and governance

Strong standard ●

Leadership at Parish Church of England Primary School is purposeful, reflective and rooted in the school's vision. Leaders create a culture of care, ambition and inclusion. They know the school's strengths well and act decisively to improve it further. Recent positive gains in attendance, inclusion systems, curriculum development and staff training show the positive impact of leaders' work. Staff feel valued because leaders listen, simplify processes and protect planning time. Leaders are mindful of staff's workload in every decision they take.

Those responsible for governance are confident, well-trained and strategically focused. Governors operate as a cohesive team with clear link roles and structured reporting.

Regular visits give governors and the trust an authentic view of daily practice and insight into routines and relationships. Challenge is thoughtful and rooted in evidence. It helps leaders refine and improve practice. Governors and leaders take decisions that prioritise pupils who are disadvantaged.

Support from the trust strengthens governance through safeguarding training, independent audits and termly reviews. Leaders ensure all staff have access to a high-quality and coherent professional learning programme based on the best available evidence and research. It builds expertise over time. Together, leaders and governors make decisions that place pupils, especially the most vulnerable, at the centre of their work.

Personal development and wellbeing

Strong standard ●

Pupils grow into thoughtful, confident and compassionate citizens. They reflect with maturity on their beliefs and daily choices. Listening with curiosity, pupils consider the views and experiences of others. Speaking with assurance, they discuss fairness, kindness and doing what is right. As pupils explore real ethical issues, they offer honest reflections drawn from their own lives. Through daily interactions, they cooperate with others, solve problems and repair friendships with care.

Diverse stories, celebrations and visitors widen pupils' understanding of the world. They enjoy creative opportunities in music, art and drama. Pupils take pride in sharing these talents. This sense of community extends to their understanding of democracy. Pupils see their voices in action as they vote for school council representatives and debate decisions that shape school life.

The school's personal development programme is rich, clear and deeply caring. Lessons help pupils manage feelings, build friendships and stay safe. The school's offer supports every pupil, especially those facing disadvantage. Clubs, trips and leadership roles are open to all. Staff make careful adjustments so that pupils with special educational needs and/or disabilities can access every opportunity. The relationships curriculum is thoughtful and age appropriate. Pupils learn about healthy choices, safe relationships and online risks. They talk openly about staying safe in the community and know who to turn to for help.

Support for pupils with greater need is sensitive. Staff notice early changes in pupils' wellbeing and act quickly. The school's work with mental health partners and local services builds trust, resilience and hope. Leaders keep track of what difference their support is making and adapt it as pupils grow. Pupils feel valued, seen and ready for the future because adults believe in them.

This is a school where personal development shines. Pupils become confident speakers, creative thinkers and caring friends. They show pride in who they are and in the communities they serve.

Expected standard

Achievement

Expected standard

Pupils are proud of their achievements and discuss their learning with enthusiasm. Many demonstrate a firm grasp of the curriculum and can articulate links across subjects. On the whole, pupils build knowledge cumulatively. Younger pupils in particular benefit from having built a strong foundation of knowledge in phonics, language and early mathematics.

Pupils develop the knowledge and attributes they need for their next stage of learning. Older pupils talk confidently about being ready for secondary school. However, pupils' achievement is not consistently high across the school. The results of externally published tests are usually in line with national averages at the end of key stage 2. Disadvantaged pupils' results also dipped in 2025. While leaders have taken steps to address this, the picture remains mixed. The school's curriculum intent is clear and its impact is strengthening. Leaders are working to ensure that more pupils develop a deeper understanding across the curriculum.

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

Pupils arrive each morning to a calm and welcoming environment. Relationships are warm and caring. Staff greet every child by name. Pupils celebrate the trusted adults who they often describe as 'a shoulder to lean on'. These small but meaningful interactions reflect the school's values of faith, hope and love, helping pupils feel that they truly belong.

Throughout the school, pupils behave respectfully and show positive attitudes to learning. Clear, consistent routines, such as shared hand signals and smooth transitions, help classrooms feel purposeful and settled. Pupils feel safe in school. When bullying does occur, adults deal with it quickly and effectively. Pupils talk confidently about the calm spaces available to help them to manage their own behaviour independently when needed. Additional workspaces outside classrooms offer quieter environments for pupils, helping to remove barriers to learning. This approach means that pupils are keen to be in school each day. Attendance is positive, with help provided to families who need support.

Pupils enjoy the wealth of experiences that the school provides. Many speak proudly about 'dreaming big dreams'. They talk enthusiastically about 'pots of gold' activities and leadership roles such as 'rainbow leaders'. Everyone has a voice and everyone has a role. During assemblies, pupils reflect thoughtfully on themes like courage or justice. They link these ideas to moments from their lives.

In lessons, pupils engage well and use subject vocabulary confidently. They enjoy debating ideas and tackling challenges. Pupils typically achieve well and are suitably prepared for the next stage in their education. Older pupils explain how their learning helps them to be ready for secondary school. Pupils think deeply about their choices and the world around them. Pupils take part in charity work and advocacy projects. Through these experiences, they

learn how to contribute positively to their school, local and national community. They are proud of themselves and the school.

Next steps

- Leaders should ensure that pupils deepen and embed their detailed knowledge and skills across the curriculum, so that even more pupils are well prepared for key stage 3.
-

About this inspection

This school is part of Liverpool Diocesan Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Laurie Kwissa, and overseen by a board of trustees, chaired by Maggie Swinson.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher and other senior leaders during the inspection. They also met with trustees, members of the local governing committee and a representative of the local authority.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. The school is part of the Diocese of Liverpool. The most recent section 48 inspection of the school was carried out in February 2024.

The school does not use alternative provision.

Executive Headteacher: Jennifer Young

Lead inspector:

Helen Friend, His Majesty's Inspector

Team inspectors:

John Tomlinson, Ofsted Inspector

Shoab Uddin, 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 24 March 2026

School and pupil context

Total pupils

236

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

207

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)

32.85%

Close to 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

3.39%

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

5.93%

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 above 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	67%	61%	Close to average
2024/25 (revised)	63%	62%	Close to average
2023/24 (final)	66%	61%	Close to average
2022/23 (final)	72%	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	78%	74%	Close to average
2024/25 (revised)	67%	75%	Below
2023/24 (final)	90%	74%	Above
2022/23 (final)	79%	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 (revised)	70%	72%	Close to average
2023/24 (final)	66%	72%	Close to average
2022/23 (final)	79%	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	83%	73%	Above
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	86%	73%	Above
2022/23 (final)	86%	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	56%	46%	Above
2024/25 (revised)	42%	47%	Close to average
2023/24 (final)	58%	46%	Above
2022/23 (final)	70%	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 (revised)	42%	63%	Below
2023/24 (final)	83%	62%	Above
2022/23 (final)	90%	60%	Above

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	59%	59%	Close to average
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	58%	58%	Close to average
2022/23 (final)	70%	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	68%	60%	Close to average
2024/25 (revised)	58%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	80%	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	56%	68%	-12 pp
2024/25 (revised)	42%	69%	-28 pp
2023/24 (final)	58%	67%	-9 pp
2022/23 (final)	70%	66%	4 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%	-9 pp
2024/25 (revised)	42%	81%	-39 pp
2023/24 (final)	83%	80%	4 pp
2022/23 (final)	90%	78%	12 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	59%	78%	-19 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	58%	78%	-19 pp
2022/23 (final)	70%	77%	-7 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	68%	80%	-12 pp
2024/25 (revised)	58%	81%	-22 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	80%	79%	1 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 (2 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.6%	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 (2 term)	11.9%	13.3%	Close to average
2023/24 (3 term)	16.0%	14.6%	Close to average
2022/23 (3 term)	13.5%	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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