

Britannia Community Primary School

Address: Rochdale Road, Bacup, Lancashire, OL13 9TS

Unique reference number (URN): 119189

Inspection report: 14 April 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard 

Inclusion sits at the heart of the school's work. Leaders promote a culture of ambition for all pupils. Leaders deliberately and effectively enable pupils to thrive academically, socially and emotionally. Barriers to pupils' learning and wellbeing are swiftly identified through robust early assessment systems. Leaders work effectively with parents and carers, and with external agencies to shape the support that they provide. Leaders demonstrate a precise understanding of the barriers faced by pupils with special educational needs and/or disabilities and disadvantaged pupils, working systematically to remove them. When necessary, leaders provide bespoke pathways for individual pupils.

Effective training and support empower staff to understand pupils' individual circumstances accurately and to adapt teaching to meet pupils' needs. As a result, adaptations that support pupils to learn, develop and interact with adults and peers are evident across classrooms. Leaders rigorously check the impact of these adaptations to ensure that pupils are supported to progress through the curriculum with confidence. When necessary, refinements and changes to interventions and support are made. Leaders ensure that external funding, such as the pupil premium, is having the intended impact on pupils' learning and wellbeing. This includes ensuring pupils are supported to benefit from participation in opportunities beyond the academic. Everyone is valued and celebrated.

Expected standard

Achievement

Expected standard 

Leaders are ambitious for pupils to achieve well. In the early years, children secure the phonics skills that they need to read and write with increasing accuracy. Pupils progress steadily through the curriculum during their time at the school. This includes pupils with special educational needs and/or disabilities, who make good progress from their various starting points. By the end of Year 6, most pupils, including those who are disadvantaged, achieve broadly in line with national expectations in reading, writing and mathematics and are well prepared for secondary school.

Beyond English and mathematics, pupils typically remember what they have learned across a range of subjects. They develop a knowledge of the curriculum. At times, pupils' prior knowledge is not as secure as it could be to support new learning. This hinders some pupils from learning as much as they could in these subjects.

Attendance and behaviour

Expected standard 

Leaders prioritise pupils' regular attendance. Pupils are keen to be at school to participate in all that is on offer. Most pupils do so routinely. A small number of pupils do not attend school as frequently as they should. Leaders have a clear understanding of the reasons for this. They work in close partnership with parents, carers and external agencies to reduce barriers

to pupils' attendance. Timely and suitable support is provided for these pupils and their families.

Leaders have established a consistent approach to behaviour, which is well understood and followed by staff and pupils. Pupils value the care provided by staff for their wellbeing. Routines for positive behaviour are established swiftly when pupils join the school. Children learn in a calm and purposeful environment. Typically, behaviour around the school is sensible and calm. Most pupils behave very well in their lessons and at social times. They usually approach their learning eagerly. Pupils enjoy social times and play happily together. They value the 'buddy benches' that they can use to find friends at breaktimes if they need to. Bullying and serious misbehaviour are rare. When they do happen, leaders act promptly and sensitively. They provide tailored support for pupils who sometimes struggle to manage their emotions and behaviour.

Curriculum and teaching

Expected standard 

Leaders have established an ambitious and broad curriculum that builds pupils' knowledge from the early years. Leaders are well informed about the quality of the curriculum and how this is taught. Staff are provided with the training and support that they need to teach the curriculum effectively. Typically, they introduce new ideas clearly. From the start, staff give pupils plenty of practice with key skills such as reading, writing and number facts. This helps pupils to develop their confidence and to use these skills accurately. Pupils who struggle to secure this learning benefit from a targeted programme of support. However, at times, teaching does not identify misconceptions and errors in some pupils' spelling, grammar and handwriting. This prevents pupils from applying their writing skills confidently and accurately.

Teachers adapt lessons carefully for pupils who have barriers to their learning so that they can tackle things that they find more difficult with confidence, whatever their starting point. In lessons, staff use their subject expertise to check what pupils know and remember. However, in some subjects beyond English and mathematics, these checks are not clearly focused on the key knowledge that pupils need to support their future learning. This leads to some pupils having gaps in their knowledge and understanding.

Early years

Expected standard 

Leaders ensure that children get off to a positive start in their schooling. Staff in the early years have a secure understanding of the developmental needs of young children. They place a high priority on getting to know children and their parents and carers well. This helps staff to spot when children may have additional needs or face other difficulties. Staff use this information to ensure that the right help and support are provided. Leaders ensure that well-established care practices help children thrive and learn safely.

Children benefit from a carefully considered curriculum that provides them with the foundations in each area of learning. Through the curriculum, staff help children to learn and use ambitious new words. Typically, staff model these carefully through their high-quality conversations with children. Activities are thoughtfully designed to inspire children's interests. Children display independence when exploring their learning.

The teaching of reading has a high priority. Children enjoy learning new letters and sounds in their daily phonics activities. They learn how to form letters correctly and to write with increasing independence. Children who struggle to learn this important knowledge receive thoughtful support. Typically, children are well prepared for key stage 1. Leaders ensure that children who continue to require support receive the help that they need as they move into Year 1.

Leadership and governance

Expected standard 

Leaders, including governors, know their school very well. They have an accurate understanding of the school's strengths and areas for further improvement. Every decision that the school makes has pupils' best interests at heart. Governors fulfil their roles effectively. Their well-informed knowledge of the school helps them to ensure that their statutory duties are met, for example, in ensuring that pupils are kept safe. They provide support and challenge in equal measure. This ensures that pupils, particularly those who face barriers to their learning or wellbeing, benefit from an educational and wider offer that meets their individual needs. This is typically successful. Leaders recognise that further work is needed to embed and develop consistency in some aspects of this work. For example, with regard to supporting pupils' confidence in applying their writing skills and further developing pupils' connected learning in subjects beyond English and mathematics.

Staff's workload and wellbeing are prioritised by leaders. Leaders check teaching and learning to inform them on how to further develop the curriculum. Subject leaders are well supported to make informed decisions about their areas of responsibility. Staff value the opportunities that they are given to develop their knowledge and skills through the professional learning offered by the school. This ensures that they are confident in delivering the curriculum. Staff are proud of their roles and feel valued. Parents and carers are equally positive about the work of the school. The vast majority of parents are highly complimentary about the support, care and experiences provided for their children.

Personal development and wellbeing

Expected standard 

Leaders have designed a programme beyond pupils' academic learning that prepares them well for their future lives. As part of this, leaders have developed a curriculum for personal, social and health education, including relationships education at an age-appropriate level. Pupils' personal development is further supported by a programme of assemblies and teaching in other subjects such as computing and religious education.

Leaders prioritise supporting pupils' wellbeing. Pupils benefit from effective and timely support to help them with their social and emotional development. Older pupils take on roles such as 'mindfulness mascots' to support their peers with ways to manage their emotions. For example, pupils learn to use breathing techniques to help them when they are worried or anxious. Pupils understand how to keep safe while online and when riding a bike and crossing the road. They learn about healthy eating, their changing bodies and the importance of regular exercise.

The school's values are threaded through the personal development programme. Consequently, pupils develop and appreciate important characteristics, such as treating others with respect. From the early years to Year 6, pupils learn about different faiths, beliefs

and equalities. They also learn about fundamental British values. For example, they know that democracy is linked to voting, such as for school leadership roles, and that this is fair. While pupils know what these values are called, they sometimes struggle to connect these to life beyond school.

Pupils are actively encouraged to develop their talents and interests. They are keen to take part in the many sporting and musical opportunities afforded to them. They enjoy clubs such as poetry and board games. Leaders ensure that the wider offer is accessible for all by removing barriers to pupils' participation. This includes pupils with special educational needs and/or disabilities and disadvantaged pupils.

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

Pupils enjoy coming to Britannia Community Primary School. They value the positive relationships that they have with staff and with each other. Pupils understand why it is important to be kind and caring towards others. They are confident in using the school's systems to tell adults if they have any concerns or worries. Leaders deal quickly and effectively with any unkind behaviour or bullying. This helps pupils to feel safe. Most pupils attend school regularly.

Pupils strive to be 'Britannia Bees', buzzing with their efforts to 'bee their best' and not to give up. They aspire to have their positive behaviour and learning celebrated in 'gold book' assemblies. Leaders have high expectations of pupils' achievement. When pupils join the school, staff get to know them well. They successfully break down barriers for pupils, ensuring that they can benefit from all that the school has to offer. Pupils with special educational needs and/or disabilities are supported effectively to succeed. Typically, by the time pupils move up to secondary school, they are well prepared for the next stage of their education.

Pupils are encouraged to be confident and aspirational. They take great pride in the leadership roles that they have. For example, pupils gather ideas to make their school better as part of their school and eco council roles. They enjoy contributing their writing and ideas to the 'Britannia Buzz' newspaper to share with the school community. Older pupils are role models as 'gardeners' and buddies for younger children. Pupils also participate in singing performances and enjoy showcasing their artistic talents in the school's gallery. They eagerly look forward to residential visits and other trips, for example listening to orchestras, watching plays and exploring the local area. These experiences help them develop interests and talents, as well as build teamwork skills and self-esteem.

Next steps

- Leaders should continue to focus on improving pupils' handwriting, grammar and spelling skills so that pupils are able to apply these key skills more consistently and with greater accuracy and confidence.

- Leaders should ensure that they support staff to develop their use of checks on pupils' prior learning in subjects beyond English and mathematics so that pupils' new learning builds securely on what they already know.
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About this inspection

The chair of the board of governors in this school is Kimberley Symcox.

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.

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 governors. She also spoke with a representative of the local authority.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Headteacher: Natalie Longstaff

Lead inspector:

Rebecca Jewitt, His Majesty's Inspector

Team inspectors:

Ian Young, Ofsted Inspector

Jake Nicklin, 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 14 April 2026

School and pupil context

Total pupils

209

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

225

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

12.44%

Below average

What does this mean?

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

National average: 26.3%

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

3.35%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.88%

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	65%	61%	Close to average
2024/25 (revised)	66%	62%	Close to average
2023/24 (final)	75%	61%	Above
2022/23 (final)	55%	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	76%	74%	Close to average
2024/25 (revised)	76%	75%	Close to average
2023/24 (final)	84%	74%	Above
2022/23 (final)	68%	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	73%	72%	Close to average
2024/25 (revised)	72%	72%	Close to average
2023/24 (final)	81%	72%	Above
2022/23 (final)	65%	71%	Below

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	78%	73%	Close to average
2024/25 (revised)	83%	74%	Above
2023/24 (final)	88%	73%	Above
2022/23 (final)	65%	73%	Below

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	50%	46%	Close to average
2024/25 (revised)	S	47%	S
2023/24 (final)	50%	46%	Close to average
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	69%	62%	Close to average
2024/25 (revised)	S	63%	S
2023/24 (final)	75%	62%	Above
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	63%	59%	Close to average
2024/25 (revised)	S	59%	S
2023/24 (final)	75%	58%	Above
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	63%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	63%	59%	Close to average
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	50%	68%	-18 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	50%	67%	-17 pp
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	69%	80%	-11 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	75%	80%	-5 pp
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	63%	78%	-15 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	75%	78%	-3 pp

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	63%	80%	-17 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	63%	79%	-17 pp
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.3%	5.2%	Below
2023/24 (3 term)	3.9%	5.5%	Below
2022/23 (3 term)	4.2%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.9%	13.3%	Below
2023/24 (3 term)	7.2%	14.6%	Below
2022/23 (3 term)	8.8%	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

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