

Padiham Green Church of England Primary School

Address: St Anne's Street, Padiham, Lancashire, BB12 7AX

Unique reference number (URN): 119366

Inspection report: 10 February 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

Early years

Expected standard 

Leaders have high expectations of what children can achieve in the early years. They have embedded an ambitious, well-ordered curriculum with a strong focus on communication, language and speech. Staff demonstrate their skilful understanding of how young children learn by making the most of every opportunity to engage children in conversation using rich vocabulary.

Relationships between staff and children are warm and nurturing, starting from the transition into the Reception Year. During this period, staff establish positive relationships with parents and carers that help children to feel safe and settle quickly. Children start to embrace the school's values to 'love, learn and shine' as part of their daily routines and interactions.

The environment is well resourced and inviting, both inside and outside. Children benefit from opportunities that encourage them to develop their learning and explore independently. Children with special educational needs and/or disabilities, and those who face other difficulties in their learning, benefit from adaptations to the curriculum or the environment that support their progress.

Children learn how to read through effective, daily phonics teaching. They talk confidently about their favourite books and stories. By the time they leave the Reception Year, children are well prepared for Year 1.

Inclusion

Expected standard 

Leaders have invested considerably in inclusion. Recent changes to leadership have helped to drive substantial improvements in this area. Leaders identify pupils' needs quickly and accurately. They involve parents and carers to ensure pupils get the right support at the right time.

Staff consider the support which pupils need thoughtfully. They take into account any advice from external professionals. Staff review pupils' targets and the support they receive. They monitor the progress pupils are making. Leaders set high expectations for pupils with special educational needs and/or disabilities and make sure appropriate support is in place to help them access the curriculum alongside their peers. For example, 'now and next' boards, visual timetables and adult support are all used effectively.

Staff receive appropriate training to meet pupils' needs. Additional funding, such as the pupil premium, is used to support disadvantaged pupils' learning and enhance their experience of school. Leaders make sure that vulnerable pupils are supported effectively through open communication between staff, families and other professionals. For example, leaders work closely with the local authority where necessary, to ensure that children known to social care get the support they need.

Leaders provide pupils with a coherent programme of personal development that spans both the taught curriculum and wider opportunities. Pastoral support is readily available to pupils and is effective in meeting their needs. Pupils learn how to keep themselves physically and mentally healthy and how to stay safe online. They learn about the concept of consent and healthy relationships.

Pupils take on many roles and responsibilities. For example, as eco-councillors, worship warriors and through their seeds and gardeners buddy scheme, pupils develop their social and communication skills. Pupils talk enthusiastically about outdoor learning. They undertake meaningful projects such as planting seeds and harvesting fruit from their orchard to cook and enjoy fruit crumble.

Leaders typically offer pupils a range of extra-curricular activities to enjoy. Currently, pupils' talents and interests are nurtured through various clubs in science, technology, engineering, mathematics, rugby and dance. Leaders track participation in clubs, trips and visits to ensure that all pupils, particularly those with special educational needs and/or disabilities and those who face barriers, benefit from them.

Pupils develop a secure understanding of fundamental British values as they are embedded into school life. For example, children in the early years learn about democracy, by voting for their favourite story. Older pupils hold elections to appoint school councillors. Pupils recognise the importance of accepting differences and treating everyone equally. Most pupils show their respect for others. Pupils visit different places of worship and experience festivals from a range of religions and cultures, such as Diwali and Chinese New Year. Other trips and visits, for example to the theatre, to an outdoor pursuits centre and hosting a planetarium dome, help to enrich the curriculum. These experiences broaden pupils' horizons and help them to be well prepared for life in modern Britain.

Needs attention

Achievement

Needs attention 

By the end of key stage 2, some pupils do not achieve as well as they should. This is reflected in national curriculum test results that are below the national average. These pupils are not well prepared for the next stage of their education in secondary school. Some pupils, including those with special educational needs and/or disabilities and those who face barriers to learning, have gaps in basic skills that are not addressed effectively enough. For example, some pupils do not form letters and numbers accurately when they write, which adversely impacts their progress in other subjects.

Leaders' recent actions to raise expectations of pupils' achievement are proving successful, but these are at an early stage. The rate of pupils' learning is increasing. The quality of pupils' work in books shows that leaders' actions are having a positive impact, particularly in

mathematics and English. Pupils can articulate their learning confidently in these subjects. However, their knowledge of subjects in the rest of the curriculum is far less detailed.

Attendance and behaviour

Needs attention 

Pupils' behaviour is mixed. When expectations are not high enough and where learning is not closely matched to pupils' needs, pupils are less attentive. This causes some disruption to other pupils' learning. Transitions from one part of school to another are sometimes boisterous.

In other areas of the school, where there are higher expectations, pupils generally behave well, including during breaktimes and lunchtimes. They understand the school rules and focus fully on their learning in the classroom. Leaders have recently introduced a new behaviour policy. Although this is a positive step, it is not yet fully embedded and the impact of it is not yet consistently realised.

Staff deal with bullying and acts of unkindness quickly.

Leaders have implemented successful systems to ensure that attendance remains in line with, or for some groups of pupils above, national averages. Pupils are warmly welcomed into school each morning. Staff across the school take responsibility for building positive relationships with pupils and their families. These strong connections help them understand how best to support pupils to attend every day.

Curriculum and teaching

Needs attention 

In some classes, expectations of what pupils can do are too low. Occasionally, this means that the activities that teachers design are not matched well enough to pupils' needs, and as a consequence some pupils become distracted and some do not learn as well as they should. This includes pupils with special educational needs and/or disabilities. Gaps in some pupils' foundational knowledge, for example in their letter and number formation, are not addressed quickly or consistently enough. Leaders acknowledge that this is an area they need to develop further.

Leader have established an ambitious, broad and balanced curriculum that runs seamlessly from the early years to Year 6. It is designed so that pupils build securely on what they already know. When it is taught effectively, the curriculum prepares most pupils for the next steps in their learning.

Leaders prioritise developing pupils' spoken language and vocabulary. Pupils learn to read well. Staff deliver phonics lessons expertly and pupils access a diverse range of books. Pupils who struggle with learning to read are supported to catch up successfully. Leaders have invested in high-quality training for staff to ensure that they have the subject knowledge and skills that they need to teach the curriculum securely. Some teachers draw on this training more effectively than others.

There are some inconsistencies in teaching, pupils' achievement and staff's expectations of pupils' behaviour. Leaders have taken appropriate action to improve the school, but many of these actions are recent and are not embedded.

Recent changes to leadership have increased expectations of what pupils can do and achieve. Despite considerable staffing turbulence, leaders have prioritised the right actions at the right time, in order to drive improvement. Their actions are beginning to have a positive impact. Leaders provide staff, including teachers new to the profession, with specific and high-quality training that is beginning to improve the consistency of effective teaching. However, not all staff use their training to full effect, leading to some inconsistencies in how well some pupils, including those with special educational needs and/or disabilities and those who face other difficulties, learn and achieve.

Governors have a detailed understanding of the school's context, strengths and priority areas. Along with senior leaders they are united in their determination to raise educational standards for pupils here. They recognise there is work to do in order to win the hearts and minds of the school's community, as they make necessary changes to improve the school for everyone. Governors support and challenge leaders to ensure that resources, including additional funding such as the pupil premium, are deployed appropriately to meet pupils' needs. They fulfil their statutory duties and ensure that staff and leaders' wellbeing and workload are prioritised.

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

Pupils at Padiham Green strive to do everything with a 'kind heart'. Pupils attend well and staff welcome pupils warmly through the gates every morning. They provide attentive support which helps pupils feel safe and ready to learn. Positive relationships between staff and pupils are a golden thread that runs through school, starting with personal, social and emotional development in the Reception Year. The school lies at the heart of a community that pupils enjoy being actively involved in. For example, they take part in tree and bulb planting in the local area and support the food bank.

Leaders have raised expectations for pupils' behaviour and their academic success. However, a significant proportion of pupils are not well prepared for their next steps in education when they leave key stage 2. This includes those with special educational needs and/or disabilities and those who face other barriers to their learning.

Pupils say that they feel safe. They are consistently polite and welcoming to visitors. If bullying happens, adults resolve issues effectively. Many pupils move around the school calmly and engage positively in their learning. However, in a minority of classrooms and at transition times, there is some disruptive behaviour. At times, this interrupts pupils' learning.

Pupils develop a secure understanding of life in modern Britain. They confidently describe how the school's values support their understanding of the fundamental British values, such as respect and tolerance. They value the range of trips and events on offer that leaders

have thoughtfully organised to bring pupils' learning to life. For example, pupils talk excitedly about the mobile planetarium and outdoor pursuits on their residential trip. These opportunities broaden pupils' experiences and help develop their talents.

Next steps

- Leaders should ensure that they build community cohesion and trusting relationships with all stakeholders, including staff, parents and carers, so that all pupils achieve well, experience a consistent sense of belonging and thrive at the school.
 - Leaders should ensure staff are proficient in designing activities that meet pupils' needs and that lead to pupils learning the curriculum securely and achieving consistently well.
 - Leaders should ensure that gaps in pupils' foundational knowledge are identified and addressed quickly and consistently.
 - Leaders should ensure that staff are well trained to implement the new behaviour policy and that they follow it consistently so that behaviour incidents are managed effectively and reduce over time.
 - Leaders should work towards supporting pupils to be self reflective about their actions and behave with integrity and consideration towards others.
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About this inspection

The chair of the board of governors in this school is Keith Barsby.

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, other senior leaders and staff. They also met with members of the governing board, including the chair of governors.

Inspectors observed pupils' behaviour during lessons and breaktimes. They also spoke with pupils about their experiences of school. Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also considered the responses to Ofsted's surveys for staff during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having an Anglican religious character. The school's last section 48 inspection was in October 2024.

The school does not currently use alternative provision.

The school has undergone a significant change since the last inspection. The current headteacher has been in post since September 2023.

Lead inspector:

Ruth Moran, His Majesty's Inspector

Team inspectors:

Julie Stevens, Ofsted Inspector

Elliot Costas-Walker, 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 10 February 2026

School and pupil context

Total pupils

188

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)

46.81%

Well above average

What does this mean?

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

National average: 26.3%

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

2.13%

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

12.23%

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 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 | 41% | 61% | Below |
| 2024/25 (revised) | 48% | 62% | Below |
| 2023/24 (final) | 28% | 61% | Below |
| 2022/23 (final) | 48% | 60% | Below |

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 | 56% | 74% | Below |
| 2024/25 (revised) | 65% | 75% | Below |
| 2023/24 (final) | 45% | 74% | Below |
| 2022/23 (final) | 59% | 73% | Below |

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 | 67% | 72% | Close to average |
| 2024/25 (revised) | 74% | 72% | Close to average |
| 2023/24 (final) | 62% | 72% | Below |
| 2022/23 (final) | 66% | 71% | Close to average |

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| Latest 3 year average | 64% | 73% | Below |
| 2024/25 (revised) | 57% | 74% | Below |
| 2023/24 (final) | 48% | 73% | Below |
| 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 | 39% | 46% | Close to average |
| 2024/25 (revised) | 36% | 47% | Close to average |

| Year | This school | National average | Compared with national average |
|------------------------|--------------------|-------------------------|---------------------------------------|
| 2023/24 (final) | 25% | 46% | Below |
| 2022/23 (final) | 57% | 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 | 50% | 62% | Below |
| 2024/25 (revised) | 50% | 63% | Below |
| 2023/24 (final) | 44% | 62% | Below |
| 2022/23 (final) | 57% | 60% | Close to average |

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

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

| Year | This school | National average | Compared with national average |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| Latest 3 year average | 61% | 59% | Close to average |
| 2024/25 (revised) | 64% | 59% | Close to average |
| 2023/24 (final) | 50% | 58% | Close to average |
| 2022/23 (final) | 71% | 58% | Above |

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 | 59% | 60% | Close to average |
| 2024/25 (revised) | 50% | 61% | Close to average |
| 2023/24 (final) | 44% | 59% | Below |
| 2022/23 (final) | 86% | 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 | 39% | 68% | -29 pp |
| 2024/25 (revised) | 36% | 69% | -34 pp |
| 2023/24 (final) | 25% | 67% | -42 pp |
| 2022/23 (final) | 57% | 66% | -9 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 | 50% | 80% | -30 pp |
| 2024/25 (revised) | 50% | 81% | -31 pp |
| 2023/24 (final) | 44% | 80% | -36 pp |
| 2022/23 (final) | 57% | 78% | -21 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 | 61% | 78% | -16 pp |
| 2024/25 (revised) | 64% | 78% | -14 pp |
| 2023/24 (final) | 50% | 78% | -28 pp |
| 2022/23 (final) | 71% | 77% | -6 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 | 59% | 80% | -21 pp |
| 2024/25 (revised) | 50% | 81% | -31 pp |
| 2023/24 (final) | 44% | 79% | -36 pp |

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 86% | 79% | 7 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) | 5.0% | 5.2% | Close to average |
| 2023/24 (3 term) | 5.4% | 5.5% | Close to average |
| 2022/23 (3 term) | 5.8% | 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) | 11.0% | 13.3% | Close to average |
| 2023/24 (3 term) | 15.5% | 14.6% | Close to average |
| 2022/23 (3 term) | 12.6% | 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.

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