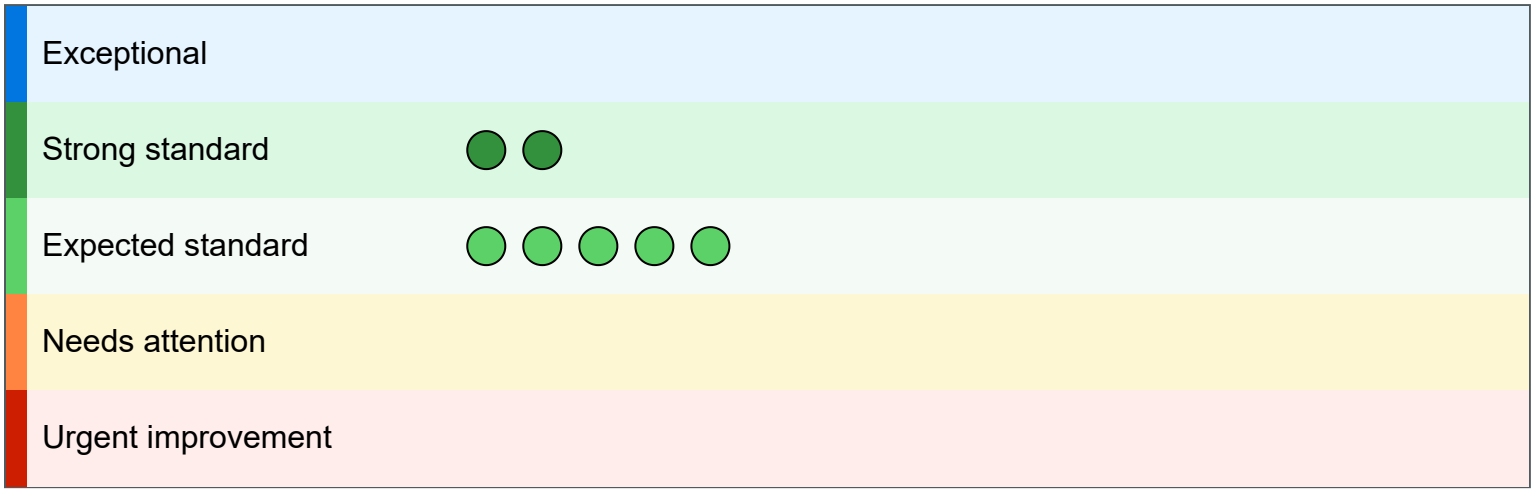
Salesbury Church of England Primary School

Address: Lovely Hall Lane, Salesbury, Blackburn, Lancashire, BB1 9EQ

Unique reference number (URN): 119807

Inspection report: 29 September 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 is a notable strength of leaders' work. Rigorous systems enable them to maintain a relentless focus on securing regular attendance. As a result, pupils attend consistently well. Overall attendance remains above national figures. Leaders have a detailed understanding of the barriers faced by pupils and families, enabling them to provide bespoke support where needed. This includes wellbeing support and signposting to external agencies. Tailored approaches help to improve attendance for pupils facing additional challenges, including disadvantaged pupils, whose attendance is in line with national figures.

Pupils' behaviour and attitudes to learning are highly positive. From the early years onwards, clear routines and high expectations create a calm, purposeful environment where pupils are supported to feel safe and valued. Pupils are polite, respectful and considerate towards others. Older pupils demonstrate kindness and responsibility through the support that they offer younger children, including welcoming them at the school gate each morning. In lessons, pupils engage enthusiastically with learning and show resilience when faced with challenge. Leaders have established effective systems that enable pupils to share worries or concerns around bullying. Leaders address any concerns promptly. Where needed, vulnerable pupils and those with special educational needs and/or disabilities receive personalised support. This helps them to regulate their emotions, make positive choices and participate fully in school life.

Personal development and wellbeing

Strong standard

Leaders have a deep understanding of the needs of pupils and families. As such, they have designed a programme that helps pupils to develop the knowledge, skills and attitudes needed to thrive in school and beyond. Leaders ensure that pupils are very well prepared for life in modern Britain.

Carefully considered experiences and opportunities, to learn beyond the curriculum, ensure that all pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, participate fully in school life. Leaders track participation closely and use pupil voice effectively to ensure that opportunities reflect pupils' interests, talents and needs.

Leaders ensure that the personal development programme supports pupils' learning, particularly their spiritual, moral, social and cultural knowledge and understanding. Pupils learn about different faiths, cultures and communities well. They understand the importance of fairness and equity, recognising that some people may require additional or different support to achieve their goals. Pupils develop a secure understanding of fundamental British values. They explain these concepts confidently and understand their relevance to everyday life.

Relationships, sex and health education prepares pupils appropriately for growing up. Pupils discuss consent, healthy relationships and changes that happen as we grow up with maturity. They understand online and offline risks and can describe practical strategies to

keep themselves safe. Emotional support contributes significantly to pupils' wellbeing. Pupils are helped to feel safe, valued and listened to.

Pupils relish taking on a wide range of leadership roles in school and the locality. Whole school projects such as 'agents for change' support members of the local community both with practical help and their wider wellbeing. Pupils put others first in their actions.

A range of clubs, residential visits, performance opportunities and community activities help pupils to develop confidence, responsibility and independence. Pupils are particularly proud of their sporting achievements.

Expected standard

Achievement

Expected standard

Pupils typically progress well from their starting points. They secure key knowledge and skills across the curriculum to build on prior learning successfully. Many pupils explain their learning with enthusiasm and make meaningful connections between subjects.

Leaders place a high priority on developing pupils' core skills in reading, writing and mathematics. Most pupils attain the national expectations by the end of Year 6 and are prepared well for the next stage of their education. Pupils with special educational needs and/or disabilities, disadvantaged pupils and other pupils facing barriers to learning receive targeted support that helps them to access the curriculum and to progress from their starting points.

Sometimes, opportunities to deepen learning are not consistently embedded, including in the early years. At times, pupils complete similar tasks after securing key concepts. This limits opportunities to extend or deepen their understanding. Consequently, some pupils do not attain as highly as they could by the end of Year 6, particularly at the higher standard. Leaders have identified this accurately and recently begun to refine provision to increase challenge.

Curriculum and teaching

Expected standard

Leaders have established a broad and ambitious curriculum that builds pupils' knowledge and skills progressively over time. They place a clear emphasis on securing fundamental knowledge and skills, particularly in reading, writing and mathematics. Reading is prioritised across the school. From the early years, children develop positive reading habits through exposure to a wide range of texts and consistent teaching of phonics.

Teachers typically demonstrate secure subject knowledge and use agreed strategies effectively to support learning. Positive relationships and established routines create classrooms where pupils are highly enthused about their education. They engage readily and approach learning with confidence. Consequently, pupils develop secure knowledge and skills across the curriculum and are prepared for the next stage of their education.

Pupils with special educational needs and/or disabilities, and pupils who face other challenges, learn the intended curriculum well. Staff address misconceptions appropriately in most lessons and support pupils to improve their work. However, at times, some learning activities do not provide sufficient challenge or opportunities for pupils to apply and deepen their understanding. Although leaders have already adjusted curriculum delivery and teaching practices, in light of this, these refinements are at an early stage.

Early years

Expected standard

All children, including those with special educational needs and/or disabilities and disadvantaged children, access the full curriculum. The curriculum is typically progressive and supports children to build knowledge and skills over time effectively. Leaders identify children who need additional support quickly and ensure that appropriate provision is in place. Children develop important foundations for later learning, particularly in communication, language and early reading.

Most children learn the early years curriculum successfully. By the end of Reception, most are ready for the next stage. Phonics is taught effectively. Children become confident and increasingly fluent readers. They are curious and engaged learners who collaborate well, listen attentively and develop independence from an early age. Staff generally support learning effectively through positive interactions and purposeful questioning. Where practice is most effective, staff extend and enrich children's thinking and promote deeper learning. However, some activities do not consistently build on children's starting points or provide appropriate challenge for those who are ready to move on. This means that some children do not deepen their learning as effectively as they could.

Children's wellbeing is prioritised. Staff create a nurturing environment where children develop a sense of belonging and children's welfare is paramount. Inclusive practices enable children to participate successfully in learning and daily routines.

Inclusion

Expected standard

Leaders place inclusion at the heart of the school's work. They know pupils and families well. This knowledge supports their rigorous strategies for identifying barriers to learning and wellbeing accurately. Leaders draw on effective partnerships with families, external agencies and specialist services to secure the support that pupils need to participate fully in school life.

Pupils with special educational needs and/or disabilities access the curriculum successfully. Staff use a range of resources to support learning and promote independence. Staff generally adapt learning effectively and provide appropriate support that enables pupils to access the intended curriculum and progress from their starting points. While support is typically effective, adaptations are sometimes not tailored closely enough to individual needs. Consequently, a small proportion of pupils do not access learning as successfully as they could.

Funding for disadvantaged pupils is used effectively to reduce barriers to learning, wellbeing and attendance. Leaders track pupils carefully and provide individualised support where needed. Leaders’ precise oversight and carefully considered actions demonstrate their

understanding of the complexities faced by some pupils. Leaders take appropriate action to improve engagement with school and learning. As a result, disadvantaged pupils are supported to access learning and the wider opportunities the school provides well.

Leaders work closely with families and professionals to ensure that pupils are helped to feel safe, included and ready to learn.

Leadership and governance

Expected standard 

Leaders have a clear vision for the school and remain steadfast in their commitment to ensuring that every pupil is known, valued and included. Leaders use their knowledge of pupils and families to shape the curriculum and wider opportunities available to pupils. Leaders maintain secure oversight of the school's work and evaluate the impact of their actions carefully. As a result, they identify priorities accurately and take appropriate action to bring about improvement. They work effectively with families, external agencies and local networks to strengthen provision and to reduce barriers to learning and wellbeing.

Governors fulfil their legal responsibilities effectively and share leaders' ambition for the school. They use a range of approaches to understand and ensure the effectiveness of provision. They typically interrogate information appropriately and use this to strengthen their oversight.

Leaders prioritise professional learning and staff's wellbeing. Staff value the support that they receive and appreciate leaders' approachable and supportive manner. Professional learning is aligned closely to school priorities and contributes positively to school improvement. Leaders invest in developing expertise at all levels. They support staff to access further qualifications and training. This helps staff to feel valued and enables them to undertake their roles effectively.

Positive relationships with families and the wider community are a notable feature of the school's work. Leaders engage constructively with parents and carers and work closely with community partners to enhance pupils' experiences. Consequently, the school benefits from a collaborative culture in which pupils, staff, families and governors work together to support school improvement.

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

Pupils are embraced caringly in this warm, welcoming and inclusive school. Positive relationships underpin daily life and create a culture where pupils are helped to feel valued, safe and understood. Staff know pupils and families extremely well and work closely with them to reduce barriers to learning and wellbeing. From breakfast club through to the end of the day, pupils of different ages interact positively. They play cooperatively and demonstrate genuine care for one another. Staff model kindness and encouragement. This creates a harmonious environment where pupils are confident, respectful and eager to learn. Pupils with special educational needs and/or disabilities (SEND) and those who face other challenges are included fully in school life. Parents speak positively about the school.

Survey responses indicate that pupils are happy and safe, and interactions observed throughout the inspection reflected a community built on trust and mutual respect.

From the early years, children establish secure foundations in their learning. Nurturing relationships and well-embedded routines support successful learning. Across the curriculum, pupils generally build knowledge and skills progressively over time. Learning is sequenced well. Pupils learn the curriculum content securely and most are well prepared for the next stage of education. This includes pupils with SEND and those who are disadvantaged, who typically achieve well from their starting points.

Pupils thrive because behaviour, attendance and wellbeing are central to the school's culture. Pupils relish learning and attend school regularly. Behaviour is highly positive and reflects pupils' deep understanding of respect, responsibility and kindness. Pupils move around school sensibly, and learning time is rarely disrupted. Bullying is rare but staff address any concerns quickly and effectively.

Pupils benefit from rich-learning experiences that go beyond the academic. They participate in a wealth of leadership opportunities that develop their public speaking, management and interpersonal skills. Sporting success, clubs, educational visits and experiences that broaden their understanding of the world enable pupils to develop into confident, thoughtful and socially-aware young people.

Next steps

- Leaders should ensure that pupils’ individual barriers consistently inform the support provided by staff, so that classroom provision is precisely tailored to pupils’ academic and emotional needs.
- Leaders should further develop staff's expertise in deepening and extending pupils’ learning, including for disadvantaged pupils and children in the early years, so that pupils learn as fully as they are able and a greater proportion attain at the higher standard in reading, writing and mathematics by the end of key stage 2.

About this inspection

The chair of the board of governors in this school is Alison Dixon.

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

This inspection took place on 29 and 30 September 2026.

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 HMI.

Inspectors spoke with the headteacher and other leaders in school. The lead inspector also spoke with members of the governing body, including the chair of governors, and a

representative from the Diocese of Blackburn.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Blackburn. Its last section 48 inspection was June 2025.

The school currently uses no alternative provision.

Headteacher: Clare Berryman

Lead inspector:
Sheena Clark, His Majesty's Inspector

Team inspectors:
Neil Dixon, Ofsted Inspector
Nicky Parkinson, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

283
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: 268

School capacity

306

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)

6.98%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

2.83%
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: 4.1%

Pupils with special educational needs (SEN) support

12.37%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	62%	Close to average
2023/24 (final)	73%	61%	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	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	73%	75%	Close to average
2023/24 (final)	85%	74%	Above

Pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	88%	72%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	83%	74%	Above
2023/24 (final)	83%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	59%	S
2023/24 (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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S

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‘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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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
2025/26 (1 term)	2.8%	5.1%	Below
2024/25 (3 term)	4.3%	5.2%	Below
2023/24 (3 term)	3.7%	5.5%	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
2025/26 (1 term)	4.6%	14.4%	Below
2024/25 (3 term)	6.7%	13.0%	Below
2023/24 (3 term)	6.5%	14.6%	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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