

Longridge Church of England Primary School

Address: Berry Lane, Longridge, Preston, Lancashire, PR3 3JA

Unique reference number (URN): 119568

Inspection report: 6 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

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

How we evaluate safeguarding

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

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

Expected standard

Achievement

Expected standard 

Pupils typically achieve well. At the end of key stage 2, a higher-than-average number of pupils achieve the expected standard in reading, writing and mathematics. This includes pupils who are disadvantaged. Leaders are keen to increase the number of pupils who attain a higher level or greater depth. Pupils secure knowledge as they move through the school. They develop secure early reading, writing and mathematical skills. This is reflected in the phonics screening check and the Year 4 multiplication times table check outcomes, which match national averages. Pupils with special educational needs and/or disabilities make secure progress from their individual starting points.

Pupils explain their learning clearly. For example, they talked about forces in science, explaining how different surfaces cause friction that slows movement down. Pupils' books show they are learning the intended curriculum. Pupils revisit and deepen essential knowledge over time so that they remember it. Staff adapt the curriculum to support pupils who face barriers while maintaining their independence.

Attendance and behaviour

Expected standard 

Leaders know that some pupils' attendance has not been high enough this year. Leaders are relentless in their work to improve this, providing personalised support to overcome barriers where this is needed. When individual pupils face challenges, leaders are understanding and caring. Staff continue to work closely with the small number of families where absence remains a concern, drawing on support from the local authority where needed. As a result, attendance data is almost back in line with national averages.

Pupils, including those who face barriers to their learning, show high levels of respect and care towards one another, both in lessons and on the playground. Pupils and staff understand the system of rewards and consequences. Pupils move sensibly around school. They hold doors open and step aside to let adults through. Pupils know that if bullying or discrimination occurs, it won't be tolerated and staff address it immediately. Pupils show enthusiasm and curiosity for their learning. They are happy to talk about their experiences and share what life is like at Longridge. Many pupils proudly wear stickers earned through positive work or by following the school's values.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the school's curriculum. This ensures that they make well-considered decisions when improvements are needed. Leaders have developed an ambitious curriculum that is sequenced across all ages and subjects. This enables pupils to build new learning on what they already know. There is an emphasis on teaching basic knowledge such as language, phonics, mathematics and handwriting.

Leaders check the effectiveness of the curriculum regularly. They use this information to refine subject plans and strengthen teaching. Leaders ensure that staff have the knowledge

and skills they need to teach the curriculum confidently. Curriculum leaders benefit from working collaboratively with other local schools and networks.

Staff deliver interesting lessons and show pupils clearly how to approach their learning. Staff check pupils' understanding and guide them towards independent learning. In lessons, staff carefully consider activities so they are suitably matched to the curriculum. Staff adapt most tasks successfully so that pupils with special educational needs and/or disabilities and those who face other challenges access learning alongside their peers. If pupils struggle with their learning, staff provide timely support so they catch up. Pupils are well prepared for their next steps in learning.

Early years

Expected standard 

Leaders have designed a well-sequenced curriculum that supports all aspects of children's early development. There is a strong emphasis on vocabulary, language and literacy. Staff identify what children, including those with barriers to their learning, need to learn next through careful checks on children's understanding. Staff form positive relationships with parents and carers from the outset. As a result, parents are involved in their child's learning and understand how to support their progress.

Children in the Reception year benefit from an inviting, thoughtfully organised environment. Staff quickly make children feel safe and comfortable, so they are ready to learn. Children's needs and interests shape learning opportunities, supporting both taught sessions and independent exploration. For example, children put on their own wellies before outdoor learning. Staff ensure that learning is moved on through their interactions with children. This supports children's oracy and conversational skills, enabling them to use language confidently by the end of the Reception Year and be ready to move into Year 1. Reading lies at the heart of the curriculum. Children enjoy reading high-quality texts and benefit from effective daily phonics teaching. Staff provide timely support for children who find reading tricky so that they keep up with their peers.

Inclusion

Expected standard 

Leaders identify pupils' needs promptly. They use well-organised systems to understand the barriers that affect pupils' learning. Staff work closely with families to set targets and review pupils' progress. Leaders set high expectations and ensure that support is informed by specialist advice where appropriate. For example, a speech and language therapist is commissioned to assess children's needs in the early years.

Staff receive relevant training on making adjustments and adaptations to their teaching. This includes recent professional development on adapting classroom work while still promoting independence. Most pupils with special educational needs and/or disabilities (SEND) access learning alongside their peers. Some pupils follow a more individualised curriculum in the school's 'equals hub'.

Leaders recognise that for some pupils' with SEND, targets are not as closely aligned to their needs as they could be. Leaders are continuing to refine these so that expectations and priorities are clearer. Overall, pupils who face barriers to their learning make suitable progress from their starting points.

Additional funding for disadvantaged pupils is used effectively to remove barriers and widen pupils' experiences. As a result, these pupils achieve in line with their peers and are fully included in school life.

Leadership and governance

Expected standard 

Leaders have embedded a culture of high expectations for pupils' academic and wider development, especially those who are vulnerable or face barriers to their learning. Leaders are self-reflective. They make informed decisions based on detailed analysis of the school's performance. An example of this is the recent change to the English curriculum in early years and Year 1, which was driven by evidence and consideration of what pupils need.

Governors are knowledgeable and experienced. They have an accurate understanding of what is happening in school. This oversight enables them to hold leaders to account effectively for the quality of pupils' development. Governors' support is evident in strategic decisions, such as prioritising attendance improvements and establishing the school's provision for pupils with special educational needs and/or disabilities. Governors are particularly proud of the commitment that staff show to pupils and the way that the school's values shape their development as individuals.

Staff show the high standards of conduct that leaders promote. Leaders prioritise the workload and wellbeing of staff. Changes are thoughtfully planned and paced so they do not overload staff. Staff benefit from a well-structured professional learning programme. They value this and feel well supported and genuinely cared for by leaders. Staff are proud to work at the school.

Parents and carers speak highly of the school. They describe teachers as approachable and supportive, going 'above and beyond' for their children. Parents appreciate the school's commitment to their children's wellbeing alongside academic success.

Personal development and wellbeing

Expected standard 

Leaders have established a well-connected personal development programme that is closely aligned to the school's values and context. From the Reception year onwards, staff teach pupils about health and relationships in an age-appropriate way. Younger children talk about their emotions. Older pupils know how to look after their physical and mental health and how to stay safe and manage risks online. They understand the characteristics of a healthy relationship and the concept of consent. Pupils are comfortable asking adults for help and know that staff support them with their wellbeing.

Pupils learn about different faiths and cultures through their religious education curriculum. Most pupils are developing tolerant and respectful attitudes to difference and they know that discrimination is wrong. However, some pupils' understanding of fundamental British values or their knowledge of how people differ in family backgrounds or identity are not secure.

Leaders ensure that pupils take part in a wide range of opportunities that develop leadership and social skills. These include being playground buddies and house captains. Members of the pupil forum spoke passionately about their upcoming work to launch a competition to design a banner to urge parents and carers not to park near the school entrance. The

curriculum is enriched by a range of activities, including residential in Years 4, 5 and 6. Trips to places such as Ribchester, the Imperial War Museum and local rivers for fieldwork give pupils memorable experiences that give meaning to their learning.

Pupils, including those who face barriers to their learning, attend a wide range of extra-curricular clubs and events that nurture their talents and broaden their horizons. Sports clubs and competitions include football, netball and cricket. Other activities include specialist singing and musical instrument tuition, cookery and coding clubs. Leaders carefully track participation in personal development opportunities to make sure that the most vulnerable pupils benefit fully.

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

Pupils at Longridge Church of England Primary School are happy and ready to learn. They develop warm and trusting relationships with adults who know them well. This ensures that pupils are safe and settled. Pupils have space to explore, play and run in the vast green grounds that lie behind the school's historic Victorian building.

Pupils, including those who face barriers to their learning and/or wellbeing, live up to leaders' high expectations of their achievement and personal development. Pupils follow the school's values and behave well. For example, they show friendship and compassion. Pupils progress well through the curriculum, building their knowledge and skills across subjects. The proportion of pupils reaching expected levels in reading, writing and mathematics by the end of Year 6 is higher than national averages. Pupils with special educational needs and/or disabilities are well supported and make progress from their starting points.

Pupils conduct themselves well in lessons and around school. They are friendly and courteous. Bullying or unkind behaviour is rare and staff deal with it effectively when it occurs. Most pupils attend school regularly. Leaders recognise the importance of working closely with families to secure improvements in attendance when needed.

Pupils develop a secure understanding of the risks they may face in the wider community and how to protect themselves from these. This includes learning about road safety, given the school's position on a main road, and open-water safety due to the many reservoirs in the local area.

Pupils play an active role in the local community. Positive relationships between the school, families and the wider community are highlighted through events such as the annual field day procession and remembrance day parade. Pupils are active citizens and a deep sense of pride and belonging through these events. They are well prepared for the next steps of their education.

Next steps

- Leaders should ensure that staff consistently align targets to meet the specific needs of pupils with special educational needs and/or disabilities to ensure that barriers to success

are swiftly and effectively addressed.

- Leaders should ensure that pupils' understanding of difference and fundamental British values is taught securely and consistently across the curriculum, preparing them well for life beyond school.
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About this inspection

The chair of the board of governors in this school is Alex Meades.

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 headteacher, other senior leaders and staff. They met with members of the governing body, including the chair of governors, a representative from the diocese and a representative from the local authority.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school's last section 48 inspection was in March 2024.

The school currently uses no alternative provision.

Headteacher: Catherine Parkin

Lead inspector:

Ruth Moran, His Majesty's Inspector

Team inspectors:

Vicky Briggs, Ofsted Inspector

Gillian Crompton, 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 6 May 2026

School and pupil context

Total pupils

195

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

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)

20.51%

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

2.56%

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

26.15%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

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	81%	61%	Above
2024/25 (final)	83%	62%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	70%	61%	Above
2022/23 (final)	87%	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	90%	74%	Above
2024/25 (final)	93%	75%	Above
2023/24 (final)	78%	74%	Close to average
2022/23 (final)	97%	73%	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	88%	72%	Above
2024/25 (final)	87%	72%	Above
2023/24 (final)	89%	72%	Above
2022/23 (final)	87%	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	90%	73%	Above
2024/25 (final)	83%	74%	Above
2023/24 (final)	85%	73%	Above
2022/23 (final)	100%	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	74%	46%	Above
2024/25 (final)	S	47%	S
2023/24 (final)	57%	46%	Close to average
2022/23 (final)	82%	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	87%	62%	Above
2024/25 (final)	S	63%	S

Year	This school	National average	Compared with national average
2023/24 (final)	71%	62%	Close to average
2022/23 (final)	91%	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	87%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	100%	58%	Above
2022/23 (final)	82%	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	87%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	71%	59%	Above
2022/23 (final)	100%	59%	Above

‘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	74%	68%	6 pp
2024/25 (final)	S	69%	S
2023/24 (final)	57%	67%	-10 pp
2022/23 (final)	82%	66%	15 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	87%	80%	7 pp
2024/25 (final)	S	81%	S
2023/24 (final)	71%	80%	-8 pp
2022/23 (final)	91%	78%	13 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	87%	78%	9 pp
2024/25 (final)	S	78%	S
2023/24 (final)	100%	78%	22 pp
2022/23 (final)	82%	77%	4 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	87%	80%	7 pp
2024/25 (final)	S	81%	S
2023/24 (final)	71%	79%	-8 pp
2022/23 (final)	100%	79%	21 pp

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

Absence

Overall absence

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

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	5.1%	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 (3 term)	9.6%	13.0%	Below
2023/24 (3 term)	14.1%	14.6%	Close to average
2022/23 (3 term)	12.9%	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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