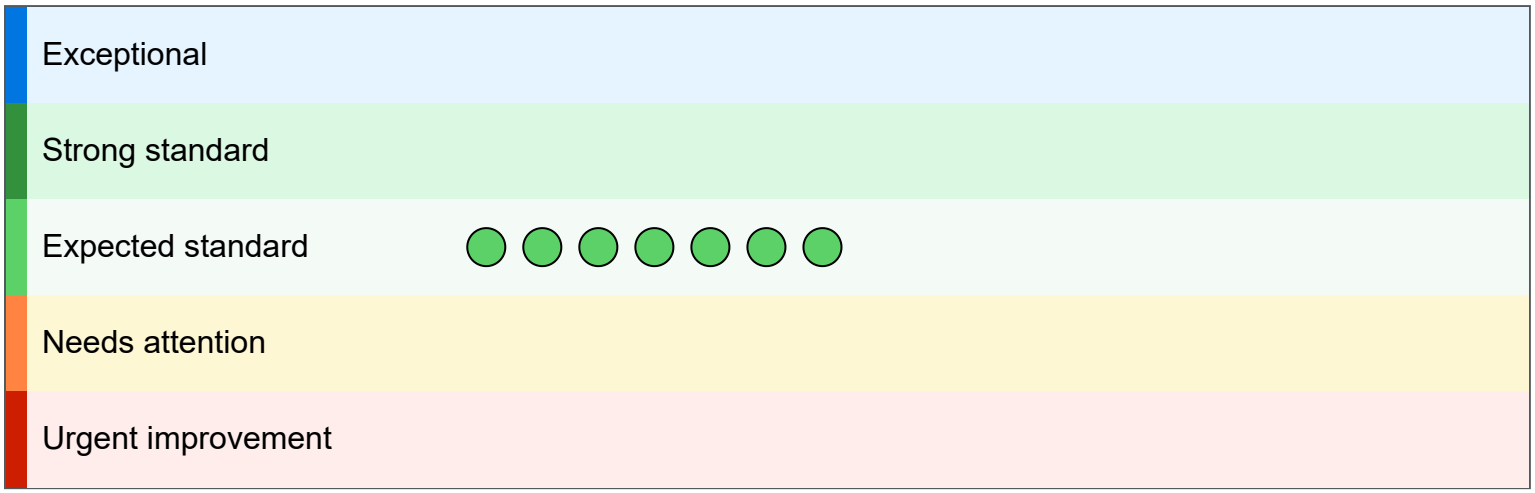
Queen Elizabeth's Primary School

Address: West Park Road, QEGS West Park Rd, Blackburn, Lancashire, BB2 6DF

Unique reference number (URN): 148834

Inspection report: 23 June 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.

Expected standard

Achievement

Expected standard

Most pupils achieve well. This is also true of disadvantaged pupils. Most pupils can read fluently and accurately before they leave key stage 1. Pupils' recall of number facts is swift and precise. These secure aspects of their learning typically support pupils to navigate the rest of the curriculum successfully.

Some of the school's published results have varied slightly since the school opened in 2023. Current Year 6 pupils are well prepared for the challenges that they are likely to face in Year 7 and beyond. Most have sufficiently well-developed reading, writing and mathematical knowledge to embrace this.

Pupils' recall of learning beyond English and mathematics is a little variable. The standard of pupils' written work across the wider curriculum varies for some pupils. Some pupils with special educational needs and/or disabilities do not make as much progress as they could.

Attendance and behaviour

Expected standard

Rates of pupils' attendance and punctuality are high. Pupils enjoy being with their friends and want to be in school. Most pupils respond well to leaders' high expectations and attend, on time, every day that they can. Pupils appreciate the fact that a missed day at school results in missed important learning. The attendance of disadvantaged pupils and pupils with special educational needs and/or disabilities is above national averages. Leaders provide effective and sensitive support for pupils who do not attend as regularly as others.

Most pupils behave well in class and as they move around the school. They demonstrate positive attitudes to their learning and each other. Pupils play together happily at breaktimes and look forward to these. Leaders effectively support the small numbers of pupils who find it more difficult to focus or struggle with social interaction. Pupils understand and value the school's behaviour system. They are proud of the rewards or complimentary messages that their parents and carers receive. Pupils make effective use of reflection time. They learn how to make amends when their words or actions have upset others. Bullying is rare but dealt with thoroughly by leaders when necessary.

Curriculum and teaching

Expected standard

The curriculum is broad and ambitious. Leaders have recently refined this in response to the schools' varying published results for Year 6 pupils and new educational guidance. They have thought carefully about how to make sure that pupils develop a secure understanding of their learning as they progress from the Reception Year to Year 6. The revised curriculum provides greater clarity for teachers, especially in mathematics. However, some of the changes to the curriculum are very new and still being embedded. This is particularly true of how leaders expect teachers to develop pupils' knowledge about writing.

Leaders ensure that reading has a high priority within the curriculum. All staff have a secure understanding of how to support pupils to learn to read using phonics. Leaders make sure

that any pupils who struggle with reading receive effective support. Pupils typically see reading as a pleasurable activity. Confidence and fluency in reading prepares most pupils well to experience success in other areas of the curriculum.

Leaders do not make sure that all pupils learn the curriculum as effectively as they could. This is because there is inconsistency in how well teachers identify and address gaps in pupils' knowledge before introducing new learning. This is particularly important for pupils with special educational needs and/or disabilities.

Early years

Expected standard

Leaders ensure that children develop confidence and independence in the Reception Year. Leaders provide effective professional development for staff about how to support children's learning. As a result, staff support most children's academic and welfare needs well. Staff usually know how and when to intervene. Most children achieve well across the curriculum. Sometimes, staff do not identify or address gaps in children's knowledge sufficiently well. This impacts on children's progress and later learning.

Staff model language clearly for children. This helps children who are at the early stages of learning to speak English. It also supports children who may have special educational needs and/or disabilities or whose language development is delayed. Children enjoy joining in with stories, songs or rhymes. Most develop secure phonics knowledge by the time they move into Year 1. Many children can use this knowledge effectively to read and write words. Staff liaise effectively with parents and carers to help them support their children's learning at home.

Children develop other knowledge and skills through the curriculum that they need to be well prepared for Year 1 and beyond. For example, they recognise and count numbers to ten accurately. They take turns, share and work together on collaborative tasks.

Inclusion

Expected standard

Leaders prioritise support for pupils who face additional challenges in their lives. They understand pupils' differing needs well. Leaders strive to ensure that pupils receive all the support that they need. This is most effective for disadvantaged pupils. Leaders successfully reduce the barriers that these pupils face. They make sure that disadvantaged pupils access a wide range of experiences. This helps these pupils to build up self-confidence and resilience. For example, leaders make sure that disadvantaged pupils access clubs, trips and leadership roles whenever possible. Activities such as these support these pupils to embrace the curriculum with assurance.

Leaders support teachers to understand and meet the needs of all pupils, including those who have special educational needs and or disabilities (SEND). For most pupils with SEND, their teachers skilfully provide additional support or helpful resources to ensure that they make the progress that they are capable of. At times, however, the support for these pupils is not as effective as it could be. This is because leaders do not ensure that all teachers are equally confident in identifying and meeting pupils with SEND's differing needs. This is

usually because teachers do not focus consistently well on what these pupils most need to learn.

Leadership and governance

Expected standard

Leaders have a clear understanding of the strengths of the school. They know where to focus their attention to improve how well pupils achieve. Leaders regularly check on the quality of the education that pupils receive. Those responsible for governance provide effective support and challenge to leaders in this work. They understand and uphold their statutory duties. Leaders provide staff with suitable professional development to address weaknesses that they find in the curriculum or its delivery. Despite this, they do not ensure that staff consistently adhere to agreed strategies. This includes identifying and addressing gaps in pupils' knowledge.

Leaders make decisions in pupils' best interests. They support pupils who face additional challenges in their learning. Leaders make sure that disadvantaged pupils receive the help they need to overcome barriers to learning that they face. However, this is not consistently the case for pupils with special educational needs and/or disabilities. Some of these pupils do not achieve as well as they could as a result.

The positive ethos of the school pervades leaders' work. Everyone is expected to be the best that they can be. Staff typically feel well supported by leaders in this endeavour. Many access a range of opportunities to develop their classroom practice or to contribute to the leadership of the school. Leaders develop effective and professional relationships with most parents and carers. Many parents describe staff as approachable. They trust leaders to address any concerns that they have about their child's education or welfare.

Personal development and wellbeing

Expected standard

Leaders prioritise pupils' personal development. They strive to prepare pupils to make a positive contribution to society when they are older. This aspect of pupils' learning is central to the school's aims and values. Leaders ensure that opportunities to develop resilience and character are woven through the curriculum. Pupils develop their ability to work as a team and recognise how everyone's contribution is valuable. Pupils' learning is enriched and supported by practical activities, fieldwork and outdoor learning. These help to bring pupils' learning to life as well as supporting their understanding of the wider world.

Leaders have thought carefully about how to ensure that pupils are effectively prepared for living in a modern and diverse Britain. Pupils learn about the wide range of faiths and beliefs in British society. They describe their learning about these with clarity and respect. Pupils are encouraged to express their own views and opinions. Most are considerate of others' feelings when they do so.

Pupils learn how to stay safe while they are out and about in their local community. They know what to do to protect themselves from harm when they are online. Pupils have a secure understanding of how to stay healthy and well. They develop healthy habits of regular exercise and eating a varied and nutritious diet.

Pupils learn about different kinds of relationships that people have. They develop their understanding of healthy and unhealthy relationships. They describe trusted adults in school who they can go to for help if they are feeling worried or upset. Staff know pupils well. They provide additional support and reassurance when this is needed.
The school's relationships and sex education is effective. Pupils learn about the changes that occur to their own and others' bodies during the human life cycle. They have an age-appropriate understanding of consent.

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

Pupils enjoy school. Most rarely miss a day. Pupils typically behave well. They are keen to earn 'positive points' for trying their best in class and being kind to others. By the end of Year 6, most pupils are well prepared for the new challenges that they are likely to meet in their secondary phase of education.

Children quickly settle in the Reception Year. They develop positive relationships with caring staff who know them well. Children forge firm friendships that stand them in good stead for the rest of their time at school.

Most pupils achieve well, especially in reading. They flourish when participating in practical activities. Pupils relish opportunities to work collaboratively with their classmates and cooperate well with each other. Pupils make effective use of the school's outdoor play and learning areas where they develop new skills. These include accessing a wide range of sports. Pupils develop their understanding of the world beyond the school gates. This is often through field trips, visits to places of worship and museums.

Pupils who face additional barriers to learning receive additional support. In most cases, these pupils make steady progress from their starting points. They grow in confidence which helps them to take a full part in all aspects of school life.

Disadvantaged pupils and pupils with special educational needs and/or disabilities attend the wide range of clubs and trips on offer wherever possible. Older pupils carry out leadership roles such as head boy or girl, school council, mathematics ambassadors, sports captains and play leaders.

Pupils are safe. Staff take incidents of name-calling or other unpleasantness seriously. Bullying is rare because pupils know that this kind of behaviour is not acceptable and will be dealt with thoroughly by leaders.

Next steps

- Leaders should ensure that teachers identify and address gaps in pupils' knowledge including pupils' understanding of how to develop fluent and legible written work.

- Leaders should make sure that teachers identify and meet the needs of pupils with special educational needs and/or disabilities in lessons consistently well.

About this inspection

This school is part of QEGS Blackburn Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Claire Gammon, and overseen by a board of trustees, chaired by David Edmundson.

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 executive headteacher, who is also the CEO. Inspectors also spoke with head of school and other leaders during the inspection. An inspector spoke with a representative from the board of trustees and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school make use of one registered alternative provision for pupils.

Executive Headteacher: Claire Gammon

Lead inspector:
Claire Cropper, His Majesty's Inspector

Team inspectors:
Katie Hague, Ofsted Inspector
Allison Kenyon, 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 23 June 2026

School and pupil context

Total pupils

381
Above 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

392
Above 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)

17.32%
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

3.15%
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

14.17%
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

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		61%	
2024/25 (final)	45%	62%	Below
2023/24 (final)	65%	61%	Close to average

Year	This school	National average	Compared with national average
2022/23		60%	

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		74%	
2024/25 (final)	63%	75%	Below
2023/24 (final)	80%	74%	Close to average
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (final)	86%	72%	Above
2023/24 (final)	73%	72%	Close to average
2022/23		71%	

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		73%	
2024/25 (final)	54%	74%	Below
2023/24 (final)	82%	73%	Above
2022/23		73%	

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		46%	
2024/25 (final)	24%	47%	Below
2023/24 (final)	44%	46%	Close to average
2022/23		44%	

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		62%	
2024/25 (final)	53%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	67%	62%	Close to average
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (final)	88%	59%	Above
2023/24 (final)	44%	58%	Below
2022/23		58%	

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		60%	
2024/25 (final)	29%	61%	Below
2023/24 (final)	67%	59%	Close to average
2022/23		59%	

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		68%	
2024/25 (final)	24%	69%	-46 pp
2023/24 (final)	44%	67%	-23 pp
2022/23		66%	

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		80%	
2024/25 (final)	53%	81%	-28 pp
2023/24 (final)	67%	80%	-13 pp
2022/23		78%	

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		78%	
2024/25 (final)	88%	78%	10 pp
2023/24 (final)	44%	78%	-33 pp
2022/23		77%	

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		80%	
2024/25 (final)	29%	81%	-51 pp
2023/24 (final)	67%	79%	-13 pp
2022/23		79%	

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)	5.7%	5.2%	Close to average
2023/24 (3 term)	6.9%	5.5%	Above

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)	13.7%	13.0%	Close to average
2023/24 (3 term)	19.8%	14.6%	Above

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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