




# Bramley St Peter's Church of England Primary School

Address: Hough Lane, Leeds, West Yorkshire, LS13 3NE

Unique reference number (URN): 108003

## Inspection report: 21 January 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.

## ⊗ This school requires significant improvement

His Majesty's Chief Inspector is of the opinion that this school requires **significant improvement** because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

### Expected standard ●

#### Early years

Expected standard ●

From children's first days in early years, their personal, social and emotional development is a high priority. There is also a keen focus on developing children's communication and language skills. As a result, the early years classrooms are alive with positive play and chatter. Children narrate their play excitedly, using the vocabulary emphasised by well-trained staff. There are numerous chances for children to practise and build on their learning. Their acquisition of early reading skills is prioritised. Children generally gain a secure base of phonics knowledge. They use this knowledge appropriately in their emerging reading skills and develop a love of books.

The curriculum is comprehensive and well sequenced. Leaders have harnessed expertise from within the staff and the local authority to improve it further. The curriculum is personalised to children's starting points, which are often lower than what would be typical for their age. Staff identify children's needs quickly and shape the curriculum to meet these needs. They provide appropriate support to ensure that any barriers to children's learning are overcome. Children build their knowledge and skills over time, across their academic, social and physical development. As a result, children are typically well prepared for their next stage of learning.

#### Inclusion

Expected standard ●

Bramley St Peter's is an inclusive school. Pupils with special educational needs and/or disabilities, or those who are disadvantaged, get the opportunities they need to engage with learning and wider school life so that they can be successful.

Well-trained staff work diligently to identify any barriers that inhibit pupils' learning. Leaders plan bespoke academic and therapeutic provision for the most vulnerable pupils. They engage closely with external services to further strengthen support for these pupils. Pupils, including those in the 'Base' or 'Hub' provisions, engage with appropriate opportunities for learning. Support in classrooms is tailored precisely, informed by pupils' individual support plans. Adaptations and adjustments used to support pupils are typically effective. Alternative provision is used sparingly, but appropriately.

Leaders, including those responsible for governance, monitor the impact of the provision provided for vulnerable pupils closely. This cycle of planning and monitoring is typically embedded in classroom practice. The school's use of pupil premium funding also has a

positive impact. As a result, the gap between the achievement of disadvantaged pupils in school and non-disadvantaged pupils nationally is closing over time, most notably in writing.

## Personal development and wellbeing

Expected standard 

The school's approach to promoting pupils' personal development and wellbeing is effective, personalised and appropriate. This is an entitlement for all pupils. As pupils enter school each morning, 'one life' sessions encourage self-reflection, respect and social skills. Staff help pupils develop an effective moral compass. In an increasingly diverse school population, pupils demonstrate appreciation and respect for difference of any kind. Everyone is welcomed at Bramley St Peter's.

A well-planned programme of educational experiences promotes pupils' spiritual and cultural development. For example, Year 3 pupils enjoy raising their awareness of wider global issues through a workshop about Mexico. Across the school, a 'respect week' fosters positive attitudes to others. Pupils develop a keen understanding of different faiths and beliefs. Leaders ensure that pupils have the tools they need to be safe in school and in the wider community. Pupils' understanding of online and offline safety is well developed. They appreciate the dangers of discrimination and stereotyping. Pupils, including those with special educational needs and/or disabilities and those who are otherwise disadvantaged, acquire the knowledge and skills they need to thrive in multicultural Britain.

Pupils learn about the importance of looking after their physical and mental health through the personal, social and health education curriculum. Underpinning this, the school's quality pastoral support offer enables pupils to feel like they belong to the school community. When pupils or families experience difficulties, the school offers effective support, liaising with external agencies appropriately.

Pupils often benefit from opportunities to make positive contributions to the school. They enjoy taking on leadership roles, including as members of the school council and as play leaders. These experiences prepare them well for increasing responsibility in later life.

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## Needs attention

### Achievement

Needs attention 

By the end of Year 6, pupils do not achieve as well as they should. Published outcomes in reading, writing and mathematics are often significantly below national figures. This is a result of gaps in pupils' basic skills in the core curriculum areas. These gaps limit pupils' achievement and weaken their readiness for secondary school. However, leaders are taking increasingly effective action to close gaps in pupils' basic skills. A sharp focus on phonics knowledge in Year 1 ensures that pupils have the basic reading skills to successfully access key content across the curriculum. In some areas, pupils' outcomes are improving. For example, leaders' actions have brought about significant improvements in disadvantaged pupils' outcomes in writing at the end of Year 6. Children in the early years achieve well

during their time in Nursery and Reception classes. They are typically well prepared for key stage 1.

## Curriculum and teaching

Needs attention 

Leaders generally have an accurate understanding of the quality of the curriculum and of teaching in the school. They use this understanding to identify areas that need work. As a result, there have been some necessary changes to the curriculum since the previous inspection. Pupils' language and vocabulary development, both spoken and written, is a high priority. Leaders' focus on improving the teaching of writing is ongoing.

The curriculum is designed to give pupils the skills and knowledge they need to be successful. Staff subject knowledge is typically secure. However, there are some notable inconsistencies in how effectively the curriculum is taught across the school. Staff do not address pupils' misconceptions swiftly enough in lessons. This leaves pupils with gaps in their basic knowledge that are not closing quickly enough. This is particularly the case in mathematics. Leaders' work to address pupils' knowledge gaps is at an early stage and, therefore, the impact of this work is not clear.

The school's approaches to adapting learning for pupils, including those with special educational needs and/or disabilities, are generally well understood and implemented effectively. Staff who have benefited from relevant training are expert at adapting learning for pupils in the 'Hub' and 'Base' provisions.

## Leadership and governance

Needs attention 

Leaders identify clear priorities for improvement. However, some of the actions that they take are not sufficiently swift or do not lead to demonstrable impact. Pupils' attendance is consistently low and shows no sign of sustained or widespread improvement over time. This impacts on pupils' progress and experiences. Some weaknesses in curriculum implementation mean that pupils do not achieve as well as they should. They are not as well prepared for the next stage of education as they should be.

Leaders, including those responsible for governance, demonstrate a clear commitment to working in the best interests of pupils, including those with special educational needs and/or disabilities and disadvantaged pupils. Leaders' work to prioritise the early years provision in school has had notable impact. Appropriate professional development helps staff increase their expertise in relevant areas over time. Early career teachers are well supported. Leaders are also keen to raise pupils' aspirations for the future. They ensure that pupils benefit from a wide range of opportunities that they may not experience otherwise.

Governors fulfil their statutory duties and have appropriate expertise. They get the information that they need to hold leaders to account. Governors also pay close attention to staff's workload and wellbeing, including the wellbeing of leaders. They work alongside school leaders to monitor the impact of initiatives for improvement. However, this work is not leading to consistent or sustained improvements in some areas.

# Urgent improvement ●

## Attendance and behaviour

Urgent improvement ●

Attendance is a significant issue at the school. Pupils' attendance, including for those who are disadvantaged and those with special educational needs and/or disabilities, is consistently below national figures. The proportion of pupils who are persistently absent from school is also significantly above national figures. The impact of leaders' actions to improve attendance is inconsistent. As a result, too many pupils continue to miss out on important learning. This leaves these pupils with gaps in their basic knowledge and skills, meaning that they are not ready for the next stage of learning. When parents and carers and the school work together effectively, individual pupils' attendance improves. Recent refinements to the school's systems for prioritising attendance are in the early stages of embedding. They do not lead to consistent improvements in attendance for groups of pupils.

Behaviour across the school is typically calm and orderly. Staff and leaders exemplify care and support for pupils. Classroom routines are well established and contribute to a settled and respectful learning environment. Pupils generally have positive attitudes to learning. At times, some pupils struggle to manage their behaviour. This occasionally results in other pupils feeling less safe than usual. Leaders usually act promptly to address this.

Leaders have taken effective action to reduce instances of homophobia or racism, and any use of derogatory language. Instances of bullying are also decreasing over time. Such behaviours are not tolerated at Bramley St Peter's.

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

Pupils at Bramley St Peter's offer a warm welcome to visitors and embody the school's values of 'nurture, discover and respect'. Pupils love the school and there is a clear sense of belonging. This helps pupils to feel included and valued. Despite this, too many pupils are often absent from school and persistent absence is high. This limits the impact of the school's work to improve pupils' experiences over time.

Pupils usually behave well, and incidents of bullying are reducing. Staff and pupils alike demonstrate positive relationships with one another. Pupils typically feel safe in school and are looked after well by skilled staff.

Pupils typically enjoy learning. Staff seek to overcome barriers to learning through their knowledge of pupils as individuals. Leaders have created bespoke provisions to help cater for an increase in the number of pupils with special educational needs and/or disabilities. However, there are inconsistencies in how staff identify and address gaps in pupils' knowledge and skills throughout the school. This limits the progress that pupils make.

Published outcomes at the end of key stage 2 are beginning to improve, although they remain below national averages. The achievement of disadvantaged pupils has improved, in particular. However, while pupils are getting better at writing, improvements in mathematics

are limited. Children in the school's early years provision tend to achieve well from their starting points.

Through a consistent approach to pupils' wider development, pupils of all ages are prepared well for life in the community and modern Britain. They know how to stay safe and avoid potentially dangerous situations in the wider community. Residential visits for the oldest pupils build their resilience. Opportunities to take part in charity work give pupils the chance to make a positive contribution and to give something back to others who need help.

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## Next steps

- Leaders must act swiftly and decisively to ensure that strategies to improve attendance have the intended impact, so that pupils attend school often, particularly those who are disadvantaged.
  - Leaders must make sure that teaching is highly effective and consistent across the curriculum, particularly in mathematics, so that all groups of pupils, including those with special educational needs and/or disabilities, achieve well.
  - Leaders must make sure that any gaps in pupils' basic knowledge are identified and addressed swiftly.
  - Leaders must act promptly to remedy any areas of weaknesses in the provision that they identify and ensure that the actions that they take have the intended impact.
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## About this inspection

The co-chairs of the board of governors in this school are Joanna Herbert and Sadie Augier.

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 school staff, members of the local governing body, a representative from the local authority and a representative from the Diocese of Leeds. They also spoke with groups of pupils, visited a sample of lessons and looked at pupils' work across different subjects.

Inspectors spoke with some parents and carers.

In accordance with section 44(2) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Inspectors confirmed the following information about the school:

The school makes use of one registered alternative provision.

This school is registered as having a Church of England religious character. It is therefore also inspected under section 48 of the Education Act 2005. The last such inspection was in February 2023.

Headteacher: Ruth Esplin

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### Lead inspector:

Richard Beadnall, His Majesty's Inspector

### Team inspectors:

Kerry Partington, Ofsted Inspector

Neil Butler, Ofsted Inspector

Georgina Chinaka, 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 21 January 2026

## School and pupil context

### Total pupils

**401**

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

**446**

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)**

**37.60%**

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**

**1.25%**

Below 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**

**26.93%**

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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	38%	61%	Below
<b>2024/25 (revised)</b>	42%	62%	Below
<b>2023/24 (final)</b>	40%	61%	Below
<b>2022/23 (final)</b>	33%	60%	Below

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	60%	74%	Below
<b>2024/25 (revised)</b>	67%	75%	Below
<b>2023/24 (final)</b>	54%	74%	Below
<b>2022/23 (final)</b>	60%	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	48%	72%	Below
2024/25 (revised)	60%	72%	Below
2023/24 (final)	49%	72%	Below
2022/23 (final)	35%	71%	Below

## Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	73%	Below
2024/25 (revised)	51%	74%	Below
2023/24 (final)	51%	73%	Below
2022/23 (final)	60%	73%	Below

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	24%	46%	Below
<b>2024/25 (revised)</b>	36%	47%	Close to average
<b>2023/24 (final)</b>	26%	46%	Below
<b>2022/23 (final)</b>	9%	44%	Below

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	47%	62%	Below
<b>2024/25 (revised)</b>	59%	63%	Close to average
<b>2023/24 (final)</b>	44%	62%	Below
<b>2022/23 (final)</b>	39%	60%	Below

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	33%	59%	Below
<b>2024/25 (revised)</b>	55%	59%	Close to average
<b>2023/24 (final)</b>	33%	58%	Below
<b>2022/23 (final)</b>	13%	58%	Below

## 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	40%	60%	Below
2024/25 (revised)	45%	61%	Below
2023/24 (final)	30%	59%	Below
2022/23 (final)	48%	59%	Close to average

## 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	24%	68%	-44 pp
2024/25 (revised)	36%	69%	-33 pp
2023/24 (final)	26%	67%	-41 pp
2022/23 (final)	9%	66%	-58 pp

## Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	47%	80%	-32 pp
<b>2024/25 (revised)</b>	59%	81%	-22 pp
<b>2023/24 (final)</b>	44%	80%	-35 pp
<b>2022/23 (final)</b>	39%	78%	-39 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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	33%	78%	-44 pp
<b>2024/25 (revised)</b>	55%	78%	-24 pp
<b>2023/24 (final)</b>	33%	78%	-44 pp
<b>2022/23 (final)</b>	13%	77%	-64 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	40%	80%	-39 pp
<b>2024/25 (revised)</b>	45%	81%	-35 pp
<b>2023/24 (final)</b>	30%	79%	-50 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	48%	79%	-31 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)	7.6%	5.2%	Above
2023/24 (3 term)	7.3%	5.5%	Above
2022/23 (3 term)	7.3%	5.9%	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 (2 term)	25.8%	13.3%	Above
2023/24 (3 term)	24.5%	14.6%	Above
2022/23 (3 term)	23.7%	16.2%	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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