

Lancaster Ryelands Primary School

Address: Torrisholme Road, Lancaster, Lancashire, LA1 2RJ

Unique reference number (URN): 119132

Inspection report: 28 April 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.

Strong standard ●

Early years

Strong standard ●

Leaders are highly knowledgeable about the importance of the early years. They are determined to provide consistently high quality early years education to all children. This includes those with special educational needs and/or disabilities and disadvantaged children. The decisions leaders make about developments to the early years reflect that commitment. The school has extended its early years provision since the last inspection to include two-year-old children. Leaders have designed a rich, progressive curriculum. They have comprehensively defined what children should learn at each step in their development.

Members of staff ensure that children's personal needs are met well. They build nurturing relationships with children. Staff have a detailed knowledge of each child's needs and the key skills that they need to learn next. They consistently focus on these through their teaching. Staff make every moment count throughout the day. For example, they deliberately and consistently weave in learning opportunities to their care practices and routines. Staff interactions with children are of a consistently high quality. They use these interactions to ignite children's curiosity and to expand their knowledge. They create opportunities for children to apply what they already know to new contexts and explicitly make these links clear to children. Leaders and staff meticulously check that children have secured the knowledge that they intend them to learn. They take swift and effective action to support children who face barriers to their learning. For example, staff sharply focus on developing children's language and vocabulary. Children make rapid gains in their learning at each stage of the early years and are very well prepared for Year 1.

Inclusion

Strong standard ●

Leaders have developed robust processes to ensure that they rapidly gain a detailed understanding of the individual needs of each pupil when they start at the school. Staff visit new families at home to ensure that their academic and personal needs are identified early. Consequently, leaders have a precise understanding of the uniqueness of each pupil. They know pupils' interests and talents and they carefully support them in the challenges that they face. This has a significant impact on helping pupils to be successful at school.

Leaders work extensively with a range of external professionals. Together with these specialists, and with parents and carers, leaders make carefully-considered decisions about which strategies would be most beneficial to pupils at each point in time. This includes precise decisions about how to most effectively spend additional funding, so that it consistently enhances the experiences of disadvantaged pupils. Leaders provide pupils with highly-focused, effective support, delivered by knowledgeable staff. This includes specific academic support in lessons, access to an array of sensory spaces around the school and programmes to support pupils' emotional development. Leaders meticulously check the impact of this support to ensure that it enhances pupils' opportunities and builds on their successes. Pupils with special educational needs and/or disabilities, those who are disadvantaged and those facing other difficulties thrive in this school.

Expected standard

Achievement

Expected standard 

Leaders ensure that pupils, including those who face challenges in their lives, develop the important knowledge they need. This includes a particular focus on pupils securing key skills in reading, writing and mathematics. Consequently, pupils' results in national tests are typically close to average. Over the last three years, the percentage of disadvantaged pupils achieving expected standards in Year 6 national assessments has been higher than that of disadvantaged pupils nationally. In the main, pupils develop a broad body of knowledge in a wide range of subjects. However, in some subjects beyond English and mathematics, some pupils' depth of understanding does not develop securely. This hinders these pupils from remembering the important details of what they have been taught.

Attendance and behaviour

Expected standard 

Leaders are rightly prioritising pupils' attendance, which has been below national averages in recent years. They closely monitor the attendance of pupils and carefully analyse the reasons for any absence. Personalised, targeted support for families is improving attendance. Recent information shows that attendance is now broadly in line with national averages. While persistent absence remains above the national average, it is improving as a result of leaders' actions. This includes a reduction in persistent absence among pupils with special educational needs and/or disabilities (SEND).

Leaders have clear expectations of pupils' behaviour which staff consistently model. Pupils understand these expectations and generally live up to them. Leaders have embedded systems to promote positive behaviour and to respond to incidents of poor behaviour. This includes clear processes to ensure that any form of bullying or discrimination is sorted out quickly. Staff are particularly skilled at supporting pupils who face difficulties that affect their behaviour. Staff help these pupils to understand and to manage their emotions. Pupils typically engage positively in lessons. Leaders provide pupils with access to resources to meet their sensory needs. For example, pupils access spaces with dimmed lighting and calming music when they feel overwhelmed. This helps pupils, including those with SEND, to manage in lessons.

Curriculum and teaching

Expected standard 

Pupils benefit from accessing a broad and ambitious curriculum. Leaders have carefully designed this curriculum to ensure that it identifies and sequences the knowledge and skills that pupils should learn. Leaders have considered the local context of the school and the needs of pupils to ensure that the curriculum is engaging and meaningful to pupils. Leaders have given high priority to the important knowledge that pupils must learn to be successful in their reading, writing, and mathematics work. For example, leaders and staff have recently strengthened the teaching of handwriting. Leaders ensure that the curriculum includes a focus on promoting pupils' communication skills and extending their vocabulary. Leaders provide staff with a range of professional learning opportunities, to ensure that they have the knowledge they need to deliver the curriculum as intended.

Teachers generally deliver the curriculum well. They ensure that pupils with special educational needs and/or disabilities receive the right support to be able to progress well in their learning. However, at times, pupils complete tasks that do not focus sharply enough on the key knowledge that teachers want them to learn. In some lessons, teachers do not check well enough that pupils have understood the important knowledge they need. This sometimes makes it difficult for leaders and staff to ensure that pupils' depth of understanding is building securely.

Leadership and governance

Expected standard 

Leaders know the pupils in the school and the local community well. They invest in getting to know pupils and their families as soon as they start at the school. Leaders want the very best for all pupils. This includes pupils with special educational needs and/or disabilities and disadvantaged pupils. Leaders support families and work in partnership with them to promote pupils' learning and wellbeing. Parents and carers speak positively about the leadership of the school and the impact of the support given to their children.

Leaders have well-developed systems to help them understand the school's strengths and to identify priorities for improvement. This informs leaders' decisions about appropriate and effective actions to take linked to these priorities. For example, leaders' focus on improving attendance has had a demonstrable impact. Those responsible for governance are knowledgeable and committed to meeting their responsibilities. They ensure that they carry out their role well, providing effective support and challenge to leaders.

Leaders invest in a range of professional development for staff. This includes training, and opportunities to collaborate with other staff and leaders. Staff are proud to work at this school. They value the supportive ethos that leaders create. Leaders, including governors, are considerate of staff's wellbeing and workload.

Personal development and wellbeing

Expected standard 

Leaders' commitment to promoting pupils' broader development shines through all aspects of their work. They are determined that pupils will encounter a range of experiences that will ignite their aspirations and will develop their confidence and broader life skills. For example, through the school's 'Ryelands university' programme, pupils have the opportunity to try new activities such as sewing and gardening. Pupils experience visits and other enrichment activities, such as musical theatre, wheelchair basketball and debating. Leaders monitor pupils' participation in these enrichment opportunities. They take steps to ensure that disadvantaged pupils and those with special educational needs and/or disabilities can access activities alongside their peers. Leaders also help pupils through an extensive range of well-considered pastoral support.

Leaders have developed a broad and progressive personal development programme that meets the needs of all pupils. Pupils learn about healthy relationships and how to stay safe online. Leaders also ensure that pupils develop their awareness of relevant current and contextual issues, such as the risks of smoking and vaping. There is a particular focus on teaching pupils about healthy living, for example, pupils take part in 'seed to plate' events alongside their parents and carers. Pupils are proud of the positive difference that they make to the school and the community through their leadership roles, such as school

councillors. For example, pupils take part in fundraising, growing food and litter picking. Pupils develop their understanding of fundamental British values. They are respectful of what makes people unique. Pupils are well prepared for life in modern Britain.

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

Pupils flourish at this highly inclusive school. Their unique needs are precisely understood and consistently well met. Pupils, and children in the early years, build trusting relationships with staff. Pupils are confident that leaders and staff place their well-being at the heart of any decisions. This helps pupils to feel safe when they are at school. Pupils enjoy socialising with their friends at playtimes in the well-equipped outdoor areas. They cooperate with each other as they play sports, join in group games or engage in creative play. For example, pupils work together to build bridges made from logs. Pupils are clear that any incidents of bullying or discrimination are resolved quickly by staff. Pupils generally behave well. Children in the early years understand and happily follow the rules and routines. There is a calm atmosphere at the school.

Pupils typically enjoy their lessons and work hard. While some pupils do not attend as regularly as they should, absence rates are reducing. Pupils who face barriers to their learning are supported well to access the curriculum. In the early years, children get off to a flying start as soon as they join the school. They make rapid progress in their learning and are very well prepared for Year 1. Pupils in key stages 1 and 2 develop a broad body of knowledge over time. They typically achieve well. This is reflected in the school's results in national tests at the end of Year 6, which are close to the national average. Disadvantaged pupils achieve particularly well in these tests.

Pupils appreciate the many enrichment opportunities they access beyond the classroom. They develop their interests and talents through these. For example, pupils learn to play instruments such as guitar and violin. They attend clubs such as musical theatre, chess and eco club. Pupils also take part in sporting competitions and participate in visits, including to London.

Next steps

- Leaders should embed and further strengthen the school's approaches to encouraging regular attendance, so that attendance continues to improve and aligns more closely with national averages.
 - Leaders should ensure that teachers design tasks that focus sharply on what they intend pupils to learn, so that pupils' learning builds securely over time.
 - Leaders should ensure that teachers consistently check that pupils have secured the important knowledge that they need so that pupils deepen their understanding, particularly in subjects other than English and mathematics.
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About this inspection

The chair of the board of governors in this school is Andrew Jarman. 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 leaders, staff, pupils and parents during the inspection. Inspectors also spoke with representatives from the governing body and a representative from the local authority. The inspectors confirmed the following information about the school: The school also, under the same registration, runs provision for 2-year-olds. The school does not use any alternative provision.

Linda Pye: Headteacher

Lead inspector:

Liz Dayton, His Majesty's Inspector

Team inspectors:

James Blackwell, Ofsted Inspector

Trish Merritt, 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 28 April 2026

School and pupil context

Total pupils

386

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

384

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)

62.24%

Well above average

What does this mean?

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

National average: 26.3%

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

3.37%

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

24.61%

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

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	61%	Close to average
2024/25 (final)	63%	62%	Close to average
2023/24 (final)	61%	61%	Close to average
2022/23 (final)	52%	60%	Close to average

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	70%	74%	Close to average
2024/25 (final)	71%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	65%	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	77%	72%	Close to average
2024/25 (final)	76%	72%	Close to average
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	79%	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	81%	73%	Above
2024/25 (final)	84%	74%	Above
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	83%	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	55%	46%	Above
2024/25 (final)	55%	47%	Close to average
2023/24 (final)	55%	46%	Close to average
2022/23 (final)	55%	44%	Close to average

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	68%	62%	Close to average
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	74%	62%	Above
2022/23 (final)	63%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	74%	59%	Above
2024/25 (final)	70%	59%	Close to average
2023/24 (final)	68%	58%	Close to average
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	80%	60%	Above
2024/25 (final)	82%	61%	Above
2023/24 (final)	71%	59%	Close to average
2022/23 (final)	87%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

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

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	68%	-13 pp
2024/25 (final)	55%	69%	-15 pp
2023/24 (final)	55%	67%	-13 pp
2022/23 (final)	55%	66%	-11 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	68%	80%	-12 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	74%	80%	-6 pp
2022/23 (final)	63%	78%	-15 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	74%	78%	-4 pp
2024/25 (final)	70%	78%	-9 pp
2023/24 (final)	68%	78%	-10 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
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	80%	80%	1 pp
2024/25 (final)	82%	81%	1 pp
2023/24 (final)	71%	79%	-8 pp
2022/23 (final)	87%	79%	8 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 (3 term)	7.3%	5.2%	Above
2023/24 (3 term)	7.0%	5.5%	Above
2022/23 (3 term)	7.1%	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 (3 term)	23.6%	13.0%	Above
2023/24 (3 term)	19.5%	14.6%	Above
2022/23 (3 term)	23.6%	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.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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