

Lancaster Road Primary School

Address: Lancaster Road, Morecambe, Lancashire, LA4 5TH

Unique reference number (URN): 119137

Inspection report: 3 March 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

Early years

Expected standard 

The curriculum in the early years sets out a clear and progressive offer that builds on children's prior knowledge. Staff have highly positive interactions with children that continually entice them into learning more. Staff develop children's language and vocabulary well through constant conversations. Staff promote a love of reading and children progress well in securing their phonics knowledge from their starting points. They are generally successful in sounding out new words in preparation for key stage 1.

There is effective support in place to meet the additional needs of children, including those who are disadvantaged and those who have special educational needs and/or disabilities. Teachers identify where children may have specific gaps in their learning. Staff focus on developing children's knowledge across a range of activities so that there are ample opportunities to revisit their learning.

Staff engage well with parents and carers. Teachers ensure that detailed checks on children's learning are used to inform Year 1 teachers about children's needs when they move on from Reception. This helps new teachers to understand children's needs at the start of key stage 1. Generally, children are prepared for moving on to the next stage in their education at the end of the Reception Year.

Inclusion

Expected standard 

Leaders have put in place a number of measures to identify pupils' additional needs and meet them, particularly for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). For example, staff have received relevant training to bring about improvements to the way in which they provide targeted support to pupils with SEND. This is starting to have a positive effect. Leaders' checks on the progress of pupils with more complex barriers to learning show that the achievement of these pupils is improving. Leaders engage well with families, professionals and external agencies. They take on board specialist advice to shape the provision at the school.

The school uses its additional funding to help disadvantaged pupils to overcome any barriers to their learning. For example, pupils use a range of resources matched to their needs. Leaders are currently in the process of refining their adjustments to the curriculum to enable pupils to participate more fully in their learning. At present, the effectiveness of these strategies varies between classes. For some pupils with a high level of need, there is specialist support in place to help these pupils to progress well from their starting points.

Personal development and wellbeing

Expected standard 

Leaders have set out a clear programme for pupils' personal development, which includes extensive wider opportunities. From the early years to Year 6, pupils study topics that celebrate difference and give them an age-appropriate understanding of different faiths and equality. This is underpinned by a strong promotion of respecting others. As such, pupils learn to cooperate well, listen to others' viewpoints and understand how to resolve conflicts.

Leaders have ensured that the school's relationships and health education curriculum enables pupils to understand how to keep themselves safe and healthy. Pupils are aware of what makes a healthy relationship. They also understand about dangers and the management of risk. For example, they learn about the harmful effects of drugs, alcohol and tobacco. The school promotes a strong sense of what is right and wrong.

Pupils understand what the fundamental British values are and can describe how they relate to everyday life. The work that the school council does provides pupils with a clear sense of the principles of democracy.

Leaders ensure that there is an extensive range of wider opportunities available for all pupils. These cover sport and the arts and raise awareness of future careers and study in subjects such as engineering. Pupils engage well with these opportunities, including disadvantaged pupils and those with special educational needs and/or disabilities. Leaders closely monitor pupils' participation. They nurture pupils' talents by signposting them to local sports clubs to extend their interests even further. This helps them to understand what activities are available locally and helps to prepare them for life beyond school.

Needs attention ●

Achievement

Needs attention ●

Pupils' attainment at the end of key stage 2 in reading, writing and mathematics remains below the national average. However, outcomes have improved slowly, particularly for disadvantaged pupils. The slow improvement is partly due to inconsistencies in addressing basic errors in pupils' handwriting, grammar and punctuation. This is not helped by the low attendance of some pupils, which means they have gaps in their learning that have not been addressed. As such, some pupils are not as well prepared for the next steps in their education as they otherwise could.

Pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, progress through the intended curriculum across all subjects. In the main, they make steady progress from their starting points. However, for some pupils, their progress is hindered at times because tasks are not matched closely enough to their next steps in learning.

Due to the more established phonics programme, pupils' progress in reading is stronger and enables pupils to read with greater fluency and confidence.

Attendance and behaviour

Needs attention ●

The rate of improvement for pupils' attendance in recent years has been too slow. This has not been effective enough to prevent absence from remaining higher than that seen nationally. This means that too many pupils miss important parts of their education. However, leaders' recent initiatives have started to make a difference. These initiatives include clearer expectations from leaders, more effective partnership working and shared responsibilities to improve pupils' attendance. This has led to modest improvements for all

pupil groups, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Staff have received appropriate training to apply the school's behaviour policy consistently. Despite the high number of suspensions in previous years, leaders have had a demonstrable impact on reducing incidents of misbehaviour that lead to suspensions. There is specific support in place for pupils who need additional help, including those with SEND and disadvantaged pupils. These strategies are beginning to have a positive impact for some pupils. As a result, the school environment is generally calm and purposeful. Pupils feel safe and say that behaviours such as bullying, discrimination and harassment are not tolerated within the school community. Staff deal effectively with behaviours that could disrupt learning in class. Pupils demonstrate positive attitudes to their learning, including resilience to setbacks and the persistence to do well.

Curriculum and teaching

Needs attention 

Leaders have secured some improvements to the curriculum. However, their checks on teaching lack sufficient rigour. As a result, practice varies between classes and year groups. Pupils continue to make basic errors in their writing that are not routinely identified or addressed, particularly when writing across different subjects.

Adjustments made by teachers generally enable pupils, including those with special educational needs and/or disabilities (SEND), to access the curriculum. Even so, the tasks set do not consistently match pupils' next steps. This limits how well some pupils learn and hinders their progress over time.

Leaders have designed a broad curriculum that builds systematically on pupils' prior learning. Where teaching is more effective, staff have secure subject knowledge and use it well to engage pupils and reinforce key learning.

Leaders have ensured that there is a great deal of emphasis placed on pupils' understanding of basic mathematics, their development of language and their phonics knowledge. Teachers ensure that pupils apply their skills to become confident at solving calculations and to become fluent readers. Staff provide targeted support for those who need additional help, including disadvantaged pupils and those with SEND. The school's popular 'Reading Rainbows' rewards pupils for reading additional books at home and helps to develop a love of reading.

Leadership and governance

Needs attention 

Leaders generally understand the school's strengths and areas for development, but their checks on some aspects of practice lack rigour. For example, there are some inconsistencies in the way in which the curriculum is delivered that have not been addressed as swiftly as they should have been. They have had some limited impact in key areas of practice, such as improving attendance and attainment. However, these gains have been modest and have not ensured that pupils attend or achieve as well as pupils nationally. Although pupils' achievement is on an upward trend, it is not improving quickly enough.

Governors fulfil their statutory duties and question leaders well on aspects such as the provision for pupils with special educational needs and/or disabilities (SEND). Leaders, including those responsible for governance, ensure that pupils are at the heart of all of the decisions that they make. For example, they have put in place additional provision for pupils with SEND that meets their needs well.

Leaders provide staff with relevant opportunities to help develop their skills. Staff are positive about the support that they receive from leaders. They feel that leaders consider their wellbeing when making changes to the school, including consideration of their workload.

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

Pupils feel included in the school and have good relationships with caring staff due to the positive ethos that leaders have established. Pupils conduct themselves well around the school and maintain successful friendships with their peers. They have positive attitudes towards school. Pupils feel safe in school, including from the harmful effects of bullying, because they know that staff will deal with this swiftly and decisively.

In the main, pupils enjoy learning about the interesting topics that teachers deliver. Pupils experience a broad curriculum that helps to build their knowledge sequentially. However, due to the variation in the quality of teaching and learning across classes and year groups, some pupils do not achieve as well as they otherwise could. This is reflected in the published data at the end of key stage 2, which has been below national averages in recent years.

Leaders have ensured that there are comprehensive systems in place to identify where pupils may have any barriers to learning, including disadvantaged pupils and those with special educational needs and/or disabilities. These pupils generally make positive progress from their starting points.

In recent years, pupils' attendance has been lower than leaders expect. This means that they miss out on many of the positive things that happen at the school. Although leaders have tried many strategies, attendance remains below the national average.

There is a wide range of activities available that include visitors to school and trips, including residential visits. Every pupil gets the opportunity to attend a club or sports competition. The range of sports clubs includes diverse opportunities, such as judo, dodgeball, girls' football and cross-country running.

Next steps

- Leaders should ensure that teachers have a more consistent approach to correcting the basic errors in pupils' grammar, punctuation, spelling and handwriting, to ensure that this knowledge is more securely applied in subjects across the curriculum.

- Leaders should continue to develop teachers' expertise when making curriculum adaptations so that learning tasks are more precisely matched to pupils' needs in all subjects.
 - Leaders should continue to work closely with parents and carers to improve attendance and reduce the risk of pupils developing further gaps in learning.
 - Leaders should ensure that they check on the consistency of curriculum implementation more rigorously and systematically, particularly in relation to the teaching of foundational writing knowledge.
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About this inspection

The chair of the board of governors in this school is Adrian Toulmin.

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, the deputy headteachers, the assistant headteacher and other school staff. They also spoke to representatives from the governing body and the local authority.

The inspectors confirmed the following information about the school:

The school currently uses one registered alternative provision.

The school is gradually reducing its published admissions number so that there will be 2 classes in each year group instead of 3.

Headteacher : Kirsty Sutton

Lead inspector:

Steve Bentham, His Majesty's Inspector

Team inspectors:

James Marsh, Ofsted Inspector

Amanda Stringer, Ofsted Inspector

Chris Fielding, 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 3 March 2026

School and pupil context

Total pupils

519

Well 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

600

Well 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)

44.51%

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

5.01%

Above 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

21.39%

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

Below average

What does this mean?

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

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

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

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

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

Year	This school	National average	Compared with national average
Latest 3 year average	42%	61%	Below
2024/25 (revised)	53%	62%	Below
2023/24 (final)	44%	61%	Below
2022/23 (final)	31%	60%	Below

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	51%	74%	Below
2024/25 (revised)	57%	75%	Below
2023/24 (final)	52%	74%	Below
2022/23 (final)	45%	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	66%	72%	Below
2024/25 (revised)	65%	72%	Close to average
2023/24 (final)	65%	72%	Below
2022/23 (final)	68%	71%	Close to average

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	58%	73%	Below
2024/25 (revised)	67%	74%	Below
2023/24 (final)	61%	73%	Below
2022/23 (final)	48%	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.

Year	This school	National average	Compared with national average
Latest 3 year average	30%	46%	Below
2024/25 (revised)	39%	47%	Close to average
2023/24 (final)	26%	46%	Below
2022/23 (final)	25%	44%	Below

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	42%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (revised)	44%	63%	Below
2023/24 (final)	40%	62%	Below
2022/23 (final)	43%	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.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	59%	Close to average
2024/25 (revised)	56%	59%	Close to average
2023/24 (final)	49%	58%	Close to average
2022/23 (final)	60%	58%	Close to average

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	47%	60%	Below
2024/25 (revised)	56%	61%	Close to average
2023/24 (final)	40%	59%	Below
2022/23 (final)	45%	59%	Below

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	30%	68%	-38 pp
2024/25 (revised)	39%	69%	-30 pp
2023/24 (final)	26%	67%	-42 pp
2022/23 (final)	25%	66%	-41 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	42%	80%	-38 pp
2024/25 (revised)	44%	81%	-37 pp
2023/24 (final)	40%	80%	-40 pp
2022/23 (final)	43%	78%	-36 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	55%	78%	-23 pp
2024/25 (revised)	56%	78%	-22 pp
2023/24 (final)	49%	78%	-29 pp
2022/23 (final)	60%	77%	-17 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	47%	80%	-33 pp
2024/25 (revised)	56%	81%	-24 pp
2023/24 (final)	40%	79%	-40 pp
2022/23 (final)	45%	79%	-34 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)	6.9%	5.2%	Above
2023/24 (3 term)	7.0%	5.5%	Above
2022/23 (3 term)	7.2%	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)	20.9%	13.3%	Above
2023/24 (3 term)	22.5%	14.6%	Above
2022/23 (3 term)	22.3%	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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