

Lytham Hall Park Primary School

Address: South Park, Lytham, Lytham St Annes, Lytham St Annes, Lancashire, FY8 4QU

Unique reference number (URN): 119315

Inspection report: 2 December 2025

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 ●

Achievement

Strong standard ●

Pupils across the school achieve high standards in the broad range of subjects that they study. For instance, they develop extremely secure knowledge in history and geography that helps them to connect learning and to understand bigger concepts over time.

In the early years and key stage 1, pupils develop the important early knowledge and skills they need for future learning. By the end of the Reception Year, children are ready for the learning in Year 1. In Year 1, pupils consolidate and extend their phonics knowledge further. Outcomes in the national phonics screening check are consistently above national averages.

Published national data shows that pupils consistently achieve above national expectations in reading, writing and mathematics by the end of key stage 2. The small cohorts of disadvantaged pupils, including those with special educational needs/and or disabilities, progress consistently well from their varied starting points. This continues to be the case for pupils currently in the school.

Attendance and behaviour

Strong standard ●

Leaders have successfully established a culture in which pupils' high attendance is the norm. This begins in the Nursery class where children develop positive attendance habits from the start. Leaders monitor pupils' attendance rigorously. Where necessary, they take highly effective steps to address possible barriers to attendance, for instance through the provision of breakfast activity clubs. The number of pupils who are persistently absent is small and is reducing even further as a result of leaders' effective work. Attendance is consistently above the national average, including for disadvantaged pupils. This high level of attendance contributes to pupils' successful progression through the curriculum.

Pupils consistently display positive attitudes and dedication to their learning. They enjoy their interesting lessons and keep their chatter to a minimum. This helps everyone to listen, concentrate and get on sensibly with their work. Pupils behave very well around school. Staff set high expectations and apply these consistently and effectively. This helps pupils to understand what is expected of them, and as a result, they follow the rules and routines very well. Pupils show courtesy and kindness consistently to each other. They are very polite and highly respectful, whether that be to one another, or to staff and visitors.

Curriculum and teaching

Strong standard ●

Leaders are meticulous in their work to understand the quality of the curriculum in each subject. For example, they draw upon a wide range of information, such as reviews of pupils' work, to check the impact of the curriculum on pupils' knowledge over time. This helps leaders to make well-judged improvements and refinements, for example to the key vocabulary that pupils learn in each subject.

Leaders ensure that staff have the subject knowledge and expertise that they need. For example, staff, including support staff, receive a wide range of effective training such as that from the local mathematics hub. In addition, staff apply their training to ensure they precisely match pupils' reading books to their stage of reading development. This enables staff to deliver the phonics and mathematics curriculums to a consistently high standard.

The ambitious curriculum in all subjects reflects leaders' high expectations for pupils. From the early years to Year 6, the curriculum sets out clearly the sequence in which pupils should learn key knowledge. Teachers provide plenty of opportunities for pupils to retain, recall and connect the knowledge that they learn. Pupils with special educational needs and/or disabilities (SEND) benefit from well-designed adaptations that help them to learn alongside their classmates. Pupils, including those with SEND and those who are disadvantaged, develop a detailed, impressive and secure body of knowledge over time.

Early years

Strong standard 

Children in the early years benefit from warm and supportive interactions with staff. Staff are highly skilled at speaking with children in ways that develop their understanding and use of language. For example, staff allow children time to think before they respond. This enables children to formulate sentences using an ever-widening range of words.

Children are introduced to a wide range of exciting stories and books. In the Nursery class, children learn to distinguish one sound from another, for example through listening games. In the Reception class, children build on these sharp listening skills when they follow the phonics programme. Children rapidly learn to apply this new learning in order to read and write successfully.

The school prioritises the building of positive working relationships with parents and carers. This supports clear communication of important information that benefits children. For example, the school works effectively with parents to identify children's needs, including children with special educational needs and/or disabilities. This helps to ensure that the children receive the right support quickly. Parents value the regular information that they receive about their children's learning. As a result of this high quality work, children are very well prepared for life in Year 1.

Inclusion

Strong standard 

Leaders and staff share high aspirations for pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged.

Leaders have ensured that staff have the skills and knowledge to adjust their teaching in order to meet the range of needs of pupils in their classes. Staff have received effective training to teach the curriculum to match the needs of pupils with SEND. They make effective adjustments that ensure that pupils are able to learn the curriculum very well.

Leaders work effectively with staff to identify the needs of pupils who face additional barriers to learning, such as those who are disadvantaged or those with SEND. These pupils, including those eligible for the pupil premium, benefit from carefully designed support and

interventions. Leaders check rigorously to ensure that this extra support continues to have the maximum impact.

The school communicates promptly with parents and carers, and with external agencies such as speech and language therapists and psychologists. This ensures that pupils receive timely and expert professional support where necessary.

As a result of the school's highly inclusive approach, pupils with SEND and those who are disadvantaged achieve consistently well from their different starting points.

Leadership and governance

Strong standard ●

Leaders and governors draw on a wide range of data, information and feedback to help them understand how well the school is working for pupils. Consequently, they have a keen and accurate insight into the school's many strengths, as well as where it can develop even further. This helps leaders to decide clear priorities for improvement.

Governors fulfil their statutory obligations effectively. For example, they carry out a range of checks to ensure that the school is doing all it can to keep pupils safe. They ask leaders appropriate and challenging questions about the impact of the pupil premium funding for disadvantaged pupils. Governors seek to understand the effectiveness of the school's provision for pupils known to social care. This helps to ensure that pupils' best interests are consistently at the heart of the school's work.

Leaders provide staff with many opportunities to develop their professional knowledge. For example, staff engage in research in order to understand the best ways to support pupils to learn and to thrive. Teachers who are new to the profession receive an effective programme of induction and ongoing support to help them to hone their skills.

Governors and leaders are mindful of staff workload when considering changes or new initiatives. Staff appreciate leaders' concern for their wellbeing.

Personal development and wellbeing

Strong standard ●

Pupils are provided with plentiful opportunities to develop an awareness of their own beliefs as well as an understanding of the beliefs of others. Through activities such as debating, and listening to debates in the House of Commons, they begin to understand the importance of listening to the opinions and views of others.

Leaders provide pupils with a wide range of experiences that broaden their understanding beyond their school's context. For example, pupils learn to appreciate and value diversity when they engage in multi-cultural work with schools located elsewhere. Pupils learn about the personal and historical experiences of others when they speak to older community members. They learn more about law and order when they meet and interview serving police officers for the school's podcast. These experiences help to bring fundamental British values to life.

The school provides a wealth of activities to support pupils' wider development. For example, all pupils learn to play a range of musical instruments. They participate and

perform in drama and music festivals in the wider region. Pupils enjoy a range of sports clubs, take part in competitions, and engage in a range of art and craft activities. Leaders ensure that all pupils are able to participate, including those with special educational needs and/or disabilities and those who are disadvantaged. These activities greatly develop pupils' self-confidence and self-esteem.

Leaders have developed carefully thought-out curriculums for personal, social, economic and health education, alongside relationships and sex education. Pupils have a secure and detailed knowledge of the important content of the curriculum. From the early years onwards, pupils learn to care for their physical and mental health and to adopt healthy lifestyles. Teaching provides pupils with a safe context in which to discuss relationships and friendships, risks to their safety and wellbeing and preparation for puberty. In the early years, children learn important knowledge around hygiene, such as washing their hands after using the toilet. Pupils learn to keep themselves safe when working online. Pupils are very well prepared for their next steps.

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

Pupils know that a warm welcome from staff awaits them when they arrive at school. This helps them to start their day feeling safe and ready to learn. In the early years, children skip into school, secure in the knowledge that they are well cared for. Older pupils wear their uniforms with pride, their blazers resplendent with badges for reading, responsibility or for working hard. Pupils of all ages relish the diverse range of wider development activities, be it interviewing politicians, debating, or playing a musical instrument. They enjoy belonging to this happy school community.

The school is a calm and positive place. Pupils behave extremely well throughout the day. For instance, in the nursery, children enjoy singing their special song when they line up sensibly for lunch. At breaktimes, pupils know that they must put on their wellingtons if they want to play on the wet grass. They are far too sensible to need reminding. Pupils are confident that if any bullying ever happened, it would be dealt with quickly and effectively by staff.

Pupils develop positive attitudes to their learning. This includes pupils with special educational needs and/or disabilities (SEND), and those who are disadvantaged. Pupils enjoy their lessons and complete their work with care. They know that if there is something that they do not understand, staff will help them. This helps them to thrive as learners and to approach new tasks with confidence.

Pupils know that staff expect them to work hard. They try hard to reach these expectations and they do. From the early years to the end of Year 6, pupils, including those with SEND and those who are disadvantaged, achieve consistently well. They are more than ready for the next stage in their education when the time comes.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils. This includes disadvantaged pupils, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

About this inspection

The chair of the board of governors in this school is Steven Mason.

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, deputy headteacher, assistant headteachers and other school leaders during the inspection. The inspector also spoke with some governors.

The school uses no alternative provision.

Since the last inspection, a new headteacher and a new deputy headteacher have been appointed.

Headteacher: Kerry Ainsworth

Lead inspector:

Mavis Smith, His Majesty's Inspector

Team inspectors:

Elliot Costas-Walker, Ofsted Inspector

David Lobodzinski, His Majesty's Inspector

Emily Morris, 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 2 December 2025

School and pupil context

Total pupils

390

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

420

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)

6.67%

Well 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

1.54%

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

8.21%

Well below 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	80%	61%	Above
2024/25 (revised)	82%	62%	Above
2023/24 (final)	77%	61%	Above
2022/23 (final)	82%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	74%	Above
2024/25 (revised)	89%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	87%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	87%	72%	Above
2024/25 (revised)	92%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	87%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	73%	Above
2024/25 (revised)	92%	74%	Above
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	88%	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	50%	46%	Close to average
2024/25 (revised)	S	47%	S
2023/24 (final)	36%	46%	Close to average
2022/23 (final)	67%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

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

Year	This school	National average	Compared with national average
Latest 3 year average	55%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	45%	62%	Below
2022/23 (final)	67%	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	60%	59%	Close to average
2024/25 (revised)	S	59%	S
2023/24 (final)	45%	58%	Below
2022/23 (final)	83%	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	55%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	36%	59%	Below
2022/23 (final)	83%	59%	Above

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

Disadvantaged pupils' performance gap

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

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

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	68%	-18 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	36%	67%	-31 pp
2022/23 (final)	67%	66%	0 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	55%	80%	-25 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	45%	80%	-34 pp
2022/23 (final)	67%	78%	-12 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	60%	78%	-18 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	45%	78%	-32 pp
2022/23 (final)	83%	77%	6 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	55%	80%	-25 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	36%	79%	-43 pp
2022/23 (final)	83%	79%	4 pp

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

Absence

Overall absence

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

Year	This school	National average	Compared with national average
2024/25 (1 term)	2.9%	5.1%	Below
2023/24 (3 term)	4.3%	5.5%	Below
2022/23 (3 term)	4.2%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	6.7%	14.3%	Below
2023/24 (3 term)	9.4%	14.6%	Below
2022/23 (3 term)	10.5%	16.2%	Below

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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