

Forton Primary School

Address: School Lane, Forton, Preston, Lancashire, PR3 0AS

Unique reference number (URN): 119128

Inspection report: 7 July 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 ●

Attendance and behaviour

Strong standard ●

Leaders are unwavering in their focus on prioritising pupils' attendance. They work closely with individual families and, when necessary, external agencies to identify and remove any specific barriers to pupils attending school regularly. Leaders are systematic in taking swift action to provide support for these pupils and their parents and carers. As a result, attendance levels remain above the national averages. Persistent absence rates are close to average and improving rapidly.

Pupils' behaviour around the school is extremely positive. They are independent and motivated learners who are incredibly supportive of one another. This starts right from the early years. Pupils are taught to be polite and caring towards each other. Staff consistently model and promote the school's values. This helps pupils to live up to the high expectations that adults have for their conduct. Pupils are respectful towards each other and adults. They demonstrate self-control, emotional awareness and sophisticated approaches to resolving conflict with each other. Pupils who sometimes struggle to regulate their own behaviour benefit from sensitive support from staff. This helps them to manage their emotions. On the rare occasion that a pupil's behaviour falls short of leaders' high expectations, adults take prompt and effective action. Bullying is rare. When it does occur, staff deal with it quickly and effectively.

Early years

Strong standard ●

The early years provision is highly effective. Staff ensure that children receive a nurturing, inclusive and ambitious start to their education. They get to know the children and their families well as they start their time at school. This helps children feel safe and happy when they join the early years class.

Leaders have designed an ambitious curriculum. High-quality interactions between staff and children are warm and purposeful. Staff know each child well and use this knowledge to decide what each child needs to learn next. This ensures that every child receives the right support at the right time. Staff adapt their interactions carefully for vulnerable children. This lays the foundations for future success, for example in children's personal, social and emotional development.

Adults use stories, songs and rhymes to help children develop their language. Adults also have a sharp focus on developing children's early reading skills. Children learn the sounds that they need to read words accurately. They practise using books matched to the sounds they are learning. Children who require additional support receive timely guidance so that they can catch up quickly. As a result, most children read accurately and fluently by the time they leave reception.

Regular checks on the effectiveness of the early years provision, along with well-developed partnerships with parents and external agencies, ensure that children's transition into Year 1 is seamless. Children are very well prepared for this next stage.

Expected standard

Achievement

Expected standard

Across the curriculum, most pupils gain the knowledge and skills they need at each stage of their education. Over time, the proportion of pupils achieving the expected standard in key stage 2 national tests for reading, writing and mathematics has been above national averages. Pupils are prepared appropriately for the next stage of education.

Most pupils read fluently and accurately by the end of key stage 1, which is reflected in the proportion passing the Year 1 phonics screening check. Pupils who struggle with reading benefit from effective support to catch up. However, some pupils struggle to spell accurately, which hinders their written communication across subjects.

Leaders identify gaps in learning and act to help pupils catch up. As a result, disadvantaged pupils, pupils with special educational needs and/or disabilities, and others facing barriers, generally achieve well.

Pupils typically recall prior learning, explain their thinking, and produce work that reflects the curriculum taught. However, some tasks do not support pupils in deepening their learning and applying knowledge independently.

Curriculum and teaching

Expected standard

Leaders have put in place a clear curriculum that defines and sequences the key knowledge that pupils should learn in all subjects. Pupils learn a wide range of subjects in appropriate depth. Leaders make sure that pupils secure the essential early skills in communication and language, reading, writing and mathematics that all later learning builds on. They ensure that disadvantaged pupils, pupils with special educational needs and/or disabilities and other vulnerable groups can access the curriculum. Teachers and support staff work collaboratively to enable pupils to access learning and develop increasing independence over time.

Although teachers generally explain learning clearly, they do not always identify gaps in pupils' understanding quickly enough. As a result, some pupils can find later learning more difficult.

Relationships between staff and pupils support learning positively, and classrooms are purposeful environments where pupils typically engage well with their learning. Teachers use a range of activities to involve pupils in their learning, but these do not always deepen pupils' understanding.

Across the curriculum, staff are helping pupils to develop vocabulary and communicate their ideas with increasing confidence. Leaders have rightly identified spelling as a persistent barrier to learning across all groups of pupils and have put in place strategies to improve outcomes for spelling.

Inclusion

Expected standard 

Leaders have established a culture where barriers to learning and wellbeing are identified quickly and accurately. This includes disadvantaged pupils, pupils with special educational needs and/or disabilities, pupils known to children's social care, and pupils who may face other barriers to their learning and/or wellbeing.

Leaders and staff have high expectations for all pupils. They work closely with parents, carers and external agencies to develop strategies to address the barriers faced by some disadvantaged pupils. For example, leaders make appropriate use of additional funding to help disadvantaged pupils to access the wider curriculum offer and extend their learning.

Staff benefit from training that helps them precisely identify barriers to learning and adapt approaches to meet pupils' individual needs. However, some of these adaptations are not sufficiently precise to help pupils address gaps in their knowledge. This means some pupils struggle to achieve the intended learning and make the progress of which they are capable.

Leaders review support offered to pupils to ensure that strategies are adapted to meet their evolving needs. For example, leaders make appropriate use of alternative provision. They ensure that pupils are safe and benefiting from an offer that is carefully matched to their needs.

Leadership and governance

Expected standard 

Leaders and those responsible for governance have an accurate view of the school's strengths and areas for development. They use this knowledge to establish appropriate priorities for improvement. There is a clear sense of direction and ambition for pupils and the wider school community, which in turn has a positive impact on the aspirations and outcomes for pupils. The investment in staff development, the strong culture established by leaders, and effective governance oversight ensure that pupils receive a positive, improving educational experience, as evidenced by national outcomes data.

Leaders have taken effective action to sustain the quality of education, inclusion and pupils' wider experiences since the previous inspection. For example, they have reviewed curriculum structure so that pupils continue to build knowledge they have previously learned. They are reflective and receptive to challenge from governors. This helps leaders to further refine their improvements to make the most difference to pupils.

Governors fulfil their statutory responsibilities. They know the school well and hold leaders to account for key priorities while also recognising and supporting the work of staff.

Leaders provide purposeful, subject-specific training for staff. This helps teachers to deliver the curriculum across year groups and subjects. Leaders routinely consider the wellbeing and workload of staff when making decisions. As a result, staff feel valued and supported in their roles. They are proud to work at the school. Overall, parents and carers appreciate the support that staff give to pupils and value the school's welcoming, family atmosphere.

Pupils' personal development is a core aspect of the school. Leaders have put a well-thought-out curriculum in place for pupils' personal, social, health and economic education. Throughout the curriculum, leaders prioritise teaching pupils how to keep safe. This includes staying safe in the community and online. For example, they know not to share personal information online and to report a concern to a trusted adult. Leaders make sure that they use the information available to them to support families to reduce any barriers to pupils' opportunities and wellbeing. This means that pupils benefit from the school's wider offer. Pupils are encouraged to 'shine' both academically and as an individual. Pastoral support is central to the school's work. Staff know pupils and their families well and notice quickly when a pupil needs extra help. Pupils trust that adults will listen and act. Pupils who hold roles such as school councillor or behaviour ambassador develop empathy and responsibility, and they use these roles to look out for younger pupils across the school.

Leaders provide opportunities for pupils to contribute positively to school life. Pupils value the opportunities available to them through leadership opportunities, clubs, sport, and outward-bound trips from the earliest stages. Younger pupils benefit from listening to the wisdom of older pupils in assemblies. They share insights into their talents and interests. Pupils also benefit from presentations from a range of employers that help pupils to consider their future career paths. Pupils also develop an understanding of the protected characteristics and of fundamental British values, such as democracy. However, pupils' knowledge of these ideas lacks depth, and they are not always clear how this learning connects to life in modern Britain.

Overall, the school supports pupils' personal development and wellbeing effectively and helps them become responsible, respectful and well-rounded young people.

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

Pupils 'shine' at Forton Primary School. They feel proud to be part of the school community. Pupils arrive happily each morning. This is because warm and positive relationships with adults are the bedrock of the school's work. These relationships help pupils feel safe. They know that trusted adults will be on hand to address any concerns they have.

Staff have high expectations for pupils. From the early years, children are taught the importance of learning and settle well into school routines. They build independence and resilience. Beyond early years, pupils thrive because they experience a curriculum that extends beyond the classroom. They thrive because of the extensive opportunities offered to develop their interests and talents and to explore the wider world. Leaders make sure these experiences are accessible for all pupils, including those with special educational needs and/or disabilities and those who face barriers to their education.

Pupils achieve well, including in national tests. Over time, pupils develop their knowledge across a range of subjects. By the time pupils reach Year 6, they are well prepared for the next stage in their education. They speak positively about what lies ahead for them.

Pupils' behaviour is excellent. This is because they understand what is expected of them and love to impress staff. Bullying is rare. Pupils are confident that trusted adults will help, should they have any worries. Older pupils are positive role models for younger pupils, including children in the early years. They relish the leadership roles they hold, such as school councillors and behaviour ambassadors. They understand how these responsibilities help them become active and involved citizens.

Parents and carers view the school as a safe space where their children are nurtured. They value the 'family feel' of the school and the high levels of care provided by all staff.

Next steps

- Leaders should ensure that staff are provided with detailed information to help vulnerable pupils make the progress of which they are capable.
 - Leaders should ensure that teachers use the assessment information that they gather to adapt their explanations and activities to help pupils build detailed knowledge across the curriculum.
 - Leaders should ensure that teachers routinely identify and correct errors in some pupils' spelling so that they can write accurately.
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About this inspection

The chair of the board of governors in this school is Peter Taylor.

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 chair of governors, other governors, pupils, staff, parents and carers. Inspectors also reviewed responses to Ofsted's surveys of pupils, staff and parents.

The inspector confirmed the following information about the school:

The school uses 1 unregistered alternative provision.

Headteacher: Lorna Boase

Lead inspector:

Jacqui Wilson, His Majesty's Inspector

Team inspector:

Andrew Marlow, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

96

Well below 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

105

Well below 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)

22.37%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

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

1.04%

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

14.58%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support 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	79%	61%	Above
2024/25 (final)	75%	62%	Above
2023/24 (final)	77%	61%	Above
2022/23 (final)	86%	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	82%	74%	Above
2024/25 (final)	75%	75%	Close to average
2023/24 (final)	85%	74%	Above
2022/23 (final)	86%	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	86%	72%	Above
2024/25 (final)	88%	72%	Above
2023/24 (final)	85%	72%	Above
2022/23 (final)	86%	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	89%	73%	Above
2024/25 (final)	88%	74%	Above
2023/24 (final)	92%	73%	Above
2022/23 (final)	86%	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	64%	46%	Above
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	67%	46%	Above
2022/23 (final)	S	44%	S

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	73%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	83%	62%	Above
2022/23 (final)	S	60%	S

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	64%	59%	Close to average
2024/25 (final)	S	59%	S
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	S	58%	S

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	73%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	83%	59%	Above
2022/23 (final)	S	59%	S

‘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	64%	68%	-4 pp
2024/25 (final)	S	69%	S
2023/24 (final)	67%	67%	-1 pp
2022/23 (final)	S	66%	S

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	73%	80%	-7 pp
2024/25 (final)	S	81%	S
2023/24 (final)	83%	80%	4 pp
2022/23 (final)	S	78%	S

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	64%	78%	-14 pp
2024/25 (final)	S	78%	S
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	S	77%	S

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	73%	80%	-7 pp
2024/25 (final)	S	81%	S
2023/24 (final)	83%	79%	4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘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 (3 term)	4.4%	5.2%	Below
2023/24 (3 term)	3.8%	5.5%	Below
2022/23 (3 term)	3.7%	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 (3 term)	11.6%	13.0%	Close to average
2023/24 (3 term)	4.3%	14.6%	Below
2022/23 (3 term)	10.2%	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.

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