

Harris Primary School

Address: Wychnor, Fulwood, Preston, Lancashire, PR2 7EE

Unique reference number (URN): 119152

Inspection report: 14 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

Inclusion

Strong standard 

Leaders have created a culture that consistently supports the achievement of all pupils. They know every child as an individual. Leaders rigorously follow each pupil's academic progress. They track carefully how pupils are managing socially and their behaviour. This includes disadvantaged pupils, pupils known to social care and those with special educational needs and/or disabilities (SEND). Barriers to success are swiftly and effectively identified and addressed.

Leaders have high expectations of all pupils. For example, they provide pupils with the extra support they need to keep up with their learning. This includes highly effective use of pupil premium funding. Teachers skilfully adapt lessons to make them accessible to all. Pupils value extra sessions which build their confidence in key skills. The needs of all pupils are consistently met to ensure that all pupils achieve well.

When there are barriers to attendance, leaders take swift and decisive action. They make decisions based on well analysed and comprehensive data. For example, they adapt the start of the day for some pupils. They plan multi-agency support when needed. These actions are successful. Attendance rates for disadvantaged pupils and those with SEND are above the national average.

Expected standard

Achievement

Expected standard 

On the whole, pupils achieve well and the school prepares them effectively for the next stage in their education. Attainment is typically around average in national tests and assessment. This is also the case for pupils facing disadvantage. Their achievement is in line with that of their peers. Older pupils recall their learning from previous years. They use technical vocabulary with fluency. They confidently discuss their experiments in science. Pupils with special educational needs and/or disabilities achieve well from their individual starting points.

Attainment is typically below average in the Year 4 multiplication tables check. However, attainment improved to around the national average in 2024/25. This improvement is reflected in the rapid recall consistently shown by pupils in school.

Leaders recognise that pupils' handwriting is inconsistent. This sometimes affects their ability to express themselves. They have taken action and this is beginning to improve.

Attendance and behaviour

Expected standard 

Leaders clearly understand matters relating to attendance across the school. They communicate clear expectations to both pupils and parents and carers. They offer carefully considered support when necessary to remove any barriers to regular attendance. As a

result, attendance is broadly in line with national averages. Compared to their peers, attendance is above the national average for pupils with special educational needs and/or disabilities and those facing disadvantage. A significant number of pupils take holidays in term time. This affects overall attendance. Leaders' work to address and improve this is ongoing.

Leaders have high expectations for pupils' behaviour, which are built on well-established routines. At the start of the day, staff greet pupils and model the behaviour they want to see. Pupils have a clear understanding of what is expected. They consistently behave well. They learn how to manage their own emotions. They try hard, care about their learning and show respect for others. This contributes to a calm, purposeful environment throughout the school. Pupils report that incidents of bullying and discrimination are rare. They are confident staff would deal with any issues quickly if needed.

Curriculum and teaching

Expected standard 

Leaders have developed a curriculum to meet the needs of Harris pupils. They plan it to be engaging and enjoyable. The curriculum builds knowledge and skills over time. It prepares pupils well to be ready for the next stage in their education. Leaders continually review the quality of the curriculum. They recognise when improvements are needed. For example, work to further develop pupils' skills in mathematics has made a big difference to their mathematical knowledge. Pupils consistently use these skills to solve mathematics problems as they get older. For example, they use their knowledge of multiplication to quickly work out the area of rectangles. The teaching of phonics is consistently effective throughout the school. Staff teach key vocabulary across the wider curriculum. This supports pupils to read fluently and explain their ideas.

Pupils are taught well. Teachers recognise the importance of making adjustments and adaptations to their teaching to ensure that all pupils can access learning and achieve well. Teachers use ongoing assessment strategies to identify gaps in pupils' knowledge and skills. Teachers intervene quickly to help pupils catch up. This is particularly effective in reading and mathematics. Leaders' work to develop pupils' handwriting is beginning to raise standards. However, this is not yet consistently implemented across all age groups and subjects.

Early years

Expected standard 

Leaders have made the education of the children in early years a priority. They understand the quality of the provision and are strategic about ongoing improvement. Leaders have developed an ambitious early years curriculum. It includes all the key knowledge that children need to learn. They ensure that staff use the indoor and outdoor environments to support learning well.

Teachers adapt the curriculum to meet the needs of all children. This includes children who need extra help, including with their communication skills. Staff focus on modelling language and developing children's vocabulary. They teach phonics consistently well. As a result, most children communicate and use language effectively. Teachers know the children extremely well. They quickly pick up on any gaps in children's knowledge and skills. They provide the extra support when children need it so that all children, including those who are

disadvantaged, those known to social care and those with special educational needs and/or disabilities achieve well.

Leaders make sure that every child receives the level of care they need. Children are safe and happy. They develop positive relationships with adults and make friends. Children in early years achieve well. By the end of the Reception Year, they are well prepared for the next stage in their education.

Leadership and governance

Expected standard 

Leaders have a detailed understanding of the school's strengths and priorities. They plan strategic improvement when it is needed. For example, their work to develop pupils' key skills in mathematics has had a positive impact. As a result, pupils' fluency in number has improved. They have rightly identified handwriting as a further area for development. This work has begun and is already improving the learning of older pupils across the wider curriculum.

Governors understand the school well. They are well trained and fulfil their statutory duties. They monitor closely the actions of leaders. They support them to plan the strategic direction of the school. Governors oversee the effective use of pupil premium funding. They ensure that resources are used well to meet the needs of the school community.

Staff feel that leaders support them with both their wellbeing and workload. They feel safe at work and respected as valuable members of the team. They feel that leaders know them as individuals. The inclusive ethos of the school extends to adults as well as pupils.

Leaders provide staff with opportunities to develop their expertise. Staff value their training. They learn to support pupils who need adaptations and those with special educational needs and/or disabilities. Staff complete national qualifications and apply their professional learning to their work.

Leaders have created a culture based on respect. They take the time to get to know families and the community well. Inclusion is at the heart of their work. The whole-school community acts consistently in the best interests of every pupil.

Personal development and wellbeing

Expected standard 

Leaders have developed a comprehensive personal development curriculum. It helps pupils to learn social skills and develop a keen sense of right and wrong. For example, pupils learn how to apologise when they need to. They learn how to talk to each other respectfully. This helps them to make friends and stay calm. It improves behaviour across the whole school. Pupils learn about healthy relationships. They talk about 'happy breathing' and know how to stay mentally healthy. They learn about fundamental British values, such as the law and how rules help keep them safe. This includes pupils having a good understanding of how to keep safe online. Pupils learn to understand and respect difference. They know that everybody is equal. This prepares them well for life beyond school.

Leaders have created a schedule of enrichment opportunities for all pupils. It includes activities such as gardening, chess and outdoor learning. Pupils develop their talents in

music, the arts and sport. Pupils have the opportunity to learn how to play a musical instrument, such as the guitar or drums. They learn how to express themselves through art and drama clubs. They have the opportunity to perform. Leaders plan activities to be accessible to all pupils. Lots of pupils take part in the wider experiences that the school provides. This includes those with special educational needs and/or disabilities and those facing disadvantage. Every pupil has the opportunity to represent the school. This includes in football and athletics and also sports such as boccia and curling.

Pupils learn about money and finance through experiences. For example, they plan and take part in fundraising events. They collect and sell their eggs and arrange bake sales. Leaders train key members of staff to support the pastoral needs of pupils. Pupils know how to access support when they need it.

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

Pupils attend school regularly and are quickly ready to learn. They settle promptly into the routines of the day and enjoy their lessons. They can remember the things they learn. This includes specific vocabulary in each topic, which they use fluently. Pupils learn to read early in their school life and this opens up the curriculum as they get older. They borrow books from the school library and enjoy those they read together in class.

Pupils are proud of their school. They talk about the 'Harris Way'. Pupils have positive, respectful relationships with staff. They are caring and understand what discrimination means. They believe that everyone is equal.

Pupils find school to be a hub of activity. There is always something going on. They enjoy trips, such as the residential visit to Ullswater. They learn to be safe in open water and build strong friendships. Visits to a zoo and activities such as river dipping help bring the curriculum to life.

Pupils behave well and feel safe in school. They know how to find help when they need it. Pupils learn about their emotions and how to stay calm, even when things are difficult. Bullying is rare. Pupils are confident that staff would deal with any such issues should they arise.

Well trained staff meet the needs of all pupils. They support them to overcome any barriers they may have to being successful. Pupils try hard and are happy to practise new skills as they know it helps them to do well.

Pupils typically achieve well in national tests. They build key knowledge and skills securely and apply them across the wider curriculum. This prepares them well for secondary school.

Next steps

- Leaders should continue their work on the teaching of foundational skills in writing to ensure the consistency of implementation across all ages of the school.

- Leaders should continue their work to ensure foundational knowledge in mathematics builds progressively and pupils are given the opportunity to apply this knowledge as they progress through school.
 - Leaders should continue to work with families to raise attendance, particularly for those taking holidays in term time.
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About this inspection

The chair of the board of governors in this school is Lucy Martindale.

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 and other senior leaders, governors, including the chair of governors, staff and pupils in the school during the inspection. Inspectors also spoke with parents and carers at the start of the school day.

The school currently uses no alternative provision.

Headteacher: Ian Groom

Lead inspector:

Chris Fielding, His Majesty's Inspector

Team inspectors:

Joan Grant, Ofsted Inspector

Cleo Cunningham, 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 14 April 2026

School and pupil context

Total pupils

243

Close to 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

210

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)

11.76%

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

1.23%

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

4.94%

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

Well 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	58%	61%	Close to average
2024/25 (revised)	63%	62%	Close to average
2023/24 (final)	61%	61%	Close to average
2022/23 (final)	50%	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	73%	74%	Close to average
2024/25 (revised)	72%	75%	Close to average
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	67%	73%	Close to average

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	67%	72%	Close to average
2024/25 (revised)	69%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	63%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	73%	Below
2024/25 (revised)	66%	74%	Below
2023/24 (final)	73%	73%	Close to average
2022/23 (final)	57%	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	41%	46%	Close to average
2024/25 (revised)	S	47%	S
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	38%	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	59%	62%	Close to average
2024/25 (revised)	S	63%	S
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	50%	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	53%	59%	Close to average
2024/25 (revised)	S	59%	S
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	38%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

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

Year	This school	National average	Compared with national average
Latest 3 year average	53%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	33%	59%	Below
2022/23 (final)	50%	59%	Close to average

‘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	41%	68%	-26 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	38%	66%	-29 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	59%	80%	-21 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	50%	78%	-28 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	53%	78%	-25 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	50%	78%	-28 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	38%	77%	-40 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	53%	80%	-27 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	33%	79%	-46 pp
2022/23 (final)	50%	79%	-29 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 (2 term)	4.4%	5.2%	Close to average
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	5.2%	5.9%	Close to average

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)	11.5%	13.3%	Close to average
2023/24 (3 term)	12.3%	14.6%	Close to average
2022/23 (3 term)	13.0%	16.2%	Close to average

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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