

Preston Grange Primary School

Address: Grange Avenue, Ribbleton, Preston, Lancashire, PR2 6PS

Unique reference number (URN): 119232

Inspection report: 19 May 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

Curriculum and teaching

Expected standard 

Leaders have designed a broad and ambitious curriculum. Since the previous inspection, leaders have planned carefully what pupils will learn and in what order. Leaders have improved the teaching of reading. This is beginning to help pupils currently at the school.

Teachers have a secure knowledge of the subjects that they teach. They use a consistent approach to explain ideas across subjects. They give pupils regular opportunities to revisit what they have learned. Typically, teachers adapt activities effectively for pupils with special educational needs and/or disabilities. Most teachers choose activities that help pupils build detailed knowledge. This is particularly true in subjects such as mathematics and geography. Not all teachers do this consistently.

Teachers ask questions to check what pupils know. However, they do not consistently use this information to identify and address gaps in some pupils' knowledge. This is especially true for pupils who join mid-year or have gaps due to missed schooling. As a result, teachers do not help these pupils to close knowledge gaps as quickly as they could.

Early years

Expected standard 

Children in the early years get off to a great start. Leaders have set out the knowledge and the order in which children will learn it. Adults make checks to find out what children know and can do. They use this information to plan activities that build on what children already know. Children quickly develop curiosity, enthusiasm and positive attitudes to learning.

Reading is prioritised from the start. Children learn the sounds that they need to read words accurately. They practise using books matched to the sounds they are learning. Children who find reading difficult receive timely support so that they can catch up quickly.

Staff use their interactions with children to demonstrate new words. They ask children thoughtful questions. This helps children to develop confidence and fluency in their language. Leaders work closely with parents and carers. This helps to develop trusting relationships with families. In turn, this helps children to settle quickly into the Reception class. Staff promptly identify the needs of children with special educational needs and/or disabilities. They make appropriate adaptations for each child. This helps these children to learn alongside their friends. By the end of Reception, children are well prepared for Year 1.

Inclusion

Expected standard 

Leaders identify pupils' needs early and accurately. They draw on specialist advice and information from parents and carers. Pupils with special educational needs and/or disabilities (SEND) receive well-matched support. A small number of pupils have significant additional needs. Leaders provide carefully adapted support for them. Staff focus on building pupils' independence. This helps pupils to become resilient.

Leaders use additional funding to remove barriers to pupils' learning and wellbeing. Leaders provide pastoral support, help for families and specialist services. As a result, disadvantaged pupils fully participate in school life. Staff also support pupils who are known to, or previously known to, children's social care. When needed, leaders make appropriate use of alternative provision. They keep a close check on pupils' progress. This means these pupils continue to receive the help they need.

Leaders check the progress pupils make. They use this information to make appropriate adjustments to the support that vulnerable pupils receive. Most pupils with SEND make suitable progress from their starting points.

Leadership and governance

Expected standard 

Leaders have an accurate and shared view of the school's strengths and areas for development. Leaders have made changes to the senior leadership team since the previous inspection. This means the school is better placed to improve. Leaders know their school and the community it serves well. Since the previous inspection, the school's context has changed. For example, more pupils join the school at different points in their schooling. As a result, leaders have prioritised improvements to the curriculum and to teaching.

Pupils, including disadvantaged pupils, are beginning to benefit. Leaders have also refined their approach to attendance. However, some of these actions are in their early stages.

Leaders introduce new initiatives with care. They consider the wellbeing and workload of staff when planning changes. This means that staff are not overwhelmed when new approaches are introduced. Leaders provide training that is well aligned with school improvement priorities. Staff are proud to work at the school.

Governors take their statutory responsibilities seriously. They bring relevant expertise to their roles. They have a clear understanding of the school's context and priorities. Governors make careful checks on pupils' attendance, safeguarding and the achievement of disadvantaged pupils. This helps governors to provide appropriate support and challenge to leaders.

Personal development and wellbeing

Expected standard 

Pupils show genuine respect for others and real curiosity about the world beyond their experience. They learn about a wide range of faiths, cultures and perspectives through the curriculum and assemblies. Pupils take on a range of leadership roles. Pupils elect classmates to represent them on the school council. This helps them to understand fundamental British values, such as democracy. Year 6 pupils lead assemblies about fundamental British values. Pupils visit the Houses of Parliament and the Scottish Parliament. These visits help pupils to understand how democracy works in practice. Pupils have regular opportunities to reflect on their own beliefs and experiences.

Leaders have designed a personal, social, health and economic programme that reflects the needs of pupils and their community. Pupils learn about online safety through the curriculum and through assemblies with local police officers. Pupils benefit from relationships and health education that is appropriate to their age and stage of development. They gain the

knowledge they need to manage their feelings and stay emotionally healthy. Pupils who need additional support for their wellbeing receive it promptly.

Pupils enjoy a wide range of clubs and activities, including singing, football, cookery and gymnastics. Older pupils particularly appreciate their visits to France. They deepen their cultural understanding and practise their language skills. Laying wreaths at the graves of fallen soldiers helps pupils to understand their place in the world. Younger pupils take part in outdoor pursuits residential. This helps them to develop independence and resilience. Leaders ensure that disadvantaged pupils can participate in the full enrichment offer. These experiences broaden pupils' horizons and help them grow into confident, engaged members of their community.

Needs attention

Achievement

Needs attention 

Over time, some pupils have not attained as well as they could in national tests and checks. For example, outcomes in reading and the phonics screening check have been below the national average. Leaders recognise this. They have made changes to the curriculum and teaching. This is beginning to help pupils currently at the school. Pupils who attend consistently show secure knowledge across the curriculum. However, some pupils have not secured the knowledge they need in reading, grammar and vocabulary. This is particularly true for pupils who arrive with gaps in their prior learning. Their knowledge gaps do not close as quickly as they could. In the multiplication tables check, pupils' results are well above the national average. Writing outcomes are improving and are now close to the national average. Most pupils with special educational needs and/or disabilities make suitable progress from their starting points. This includes pupils who receive carefully adapted support.

Attendance and behaviour

Needs attention 

Over time, some pupils have not attended school as regularly as they could. Attendance has fallen below national levels. For example, pupils with special educational needs and/or disabilities are absent more often than their peers. Rightly, leaders have strengthened their attendance procedures. Leaders work closely with families to understand the challenges that some pupils face. As a result, some pupils who previously found it difficult to attend are now attending more regularly.

The school is a calm, orderly and respectful environment. Staff apply clear routines consistently across all year groups. Pupils are proud to be members of their school. Positive and trusting relationships are at the heart of school life. Pupils who need extra support with their behaviour receive it quickly. Suspensions have reduced. Leaders have made appropriate adaptations to help pupils understand the school's expectations for behaviour. There have been no permanent exclusions. Bullying or any discriminatory behaviour is rare. When concerns arise, staff address them promptly.

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

Preston Grange Primary School is a warm and welcoming place to learn. Staff greet pupils warmly at the start of each day and know them individually. Pupils feel safe and happy at school. Staff know pupils well. New pupils settle into school life quickly. Staff help pupils with special educational needs and/or disabilities (SEND) to do the same. Pupils know who to turn to when they have a concern.

Pupils enjoy their lessons and talk enthusiastically about what they learn. Pupils behave well. They have positive and trusting relationships with staff and with each other. All pupils can name a trusted adult they would go to if they were worried, and they know that staff are available throughout the day, including at social times. Pupils can talk confidently and specifically about how to stay safe, including online risks and community safety, because lessons are designed around the real challenges children in this area face. Bullying or any discriminatory behaviour is not tolerated and dealt with swiftly.

Over time, some pupils have not achieved as well as they could. This is particularly true for pupils who join at different points. These pupils do not close their knowledge gaps as quickly as they could. Additionally, some pupils do not attend school as regularly as they could. For example, some pupils with SEND miss more school than their peers. This means that they miss out on important learning.

From the early years onwards, younger pupils are beginning to read with accuracy and talk enthusiastically about what they learn.

Pupils enjoy a wide range of clubs and activities. Pupils take part in visits and trips that broaden their horizons. Leaders make sure that disadvantaged pupils can take part. These opportunities help pupils to develop the confidence they need for life in modern Britain.

Next steps

- Leaders should ensure that the improvements made to the curriculum translate into better outcomes for all pupils so that achievement in national tests is at least in line with national averages.
- Leaders should ensure that teachers identify and address knowledge gaps among pupils who join the school at different points, so these pupils can catch up quickly.
- Leaders should ensure that they continue to apply the school's renewed attendance procedures so that attendance improves, particularly for pupils with special educational needs and/or disabilities.

About this inspection

The chair of the board of governors in this school is Ms Eleanor Hick.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the co-headteachers, the chair of governors, other governors, pupils, staff, parents and carers. Inspectors also reviewed responses to Ofsted's pupil, staff and parent surveys.

The inspector confirmed the following information about the school:

The school has undergone significant change since the previous inspection. A co-headship model has been established.

The school makes use of 1 alternative provision that is unregistered.

Headteachers: Ms Cheryl Taylor and Mr Jack Thackway

Lead inspector:

Mark Hazzard, His Majesty's Inspector

Team inspectors:

Alison Dickinson, Ofsted Inspector

Jacqui Wilson, 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 19 May 2026

School and pupil context

Total pupils

187

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

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)

49.20%

Well above average

What does this mean?

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

National average: 26.3%

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

3.21%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

21.93%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

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

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

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

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

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

Year	This school	National average	Compared with national average
Latest 3 year average	52%	61%	Below
2024/25 (final)	48%	62%	Below
2023/24 (final)	50%	61%	Below
2022/23 (final)	59%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	74%	Below
2024/25 (final)	59%	75%	Below
2023/24 (final)	53%	74%	Below
2022/23 (final)	73%	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	63%	72%	Below
2024/25 (final)	66%	72%	Close to average
2023/24 (final)	57%	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	70%	73%	Close to average
2024/25 (final)	59%	74%	Below
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	77%	73%	Close to average

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	35%	46%	Below
2024/25 (final)	25%	47%	Below
2023/24 (final)	38%	46%	Close to average
2022/23 (final)	42%	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	46%	62%	Below
2024/25 (final)	42%	63%	Below
2023/24 (final)	38%	62%	Below
2022/23 (final)	58%	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	49%	59%	Below
2024/25 (final)	58%	59%	Close to average
2023/24 (final)	38%	58%	Below
2022/23 (final)	50%	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	54%	60%	Close to average
2024/25 (final)	42%	61%	Below
2023/24 (final)	62%	59%	Close to average
2022/23 (final)	58%	59%	Close to average

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	35%	68%	-32 pp
2024/25 (final)	25%	69%	-44 pp
2023/24 (final)	38%	67%	-29 pp
2022/23 (final)	42%	66%	-25 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	46%	80%	-34 pp
2024/25 (final)	42%	81%	-39 pp
2023/24 (final)	38%	80%	-41 pp
2022/23 (final)	58%	78%	-20 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	49%	78%	-29 pp
2024/25 (final)	58%	78%	-20 pp
2023/24 (final)	38%	78%	-39 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	77%	-27 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	54%	80%	-26 pp
2024/25 (final)	42%	81%	-39 pp
2023/24 (final)	62%	79%	-18 pp
2022/23 (final)	58%	79%	-21 pp

Absence

Overall absence

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

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.4%	5.2%	Above
2023/24 (3 term)	6.1%	5.5%	Close to average
2022/23 (3 term)	5.3%	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 (3 term)	15.3%	13.0%	Close to average
2023/24 (3 term)	13.8%	14.6%	Close to average
2022/23 (3 term)	14.6%	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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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