

# Lytham St Annes Mayfield Primary School

Address: St Leonard's Road East, Lytham St Annes, Lancashire, FY8 2HQ

Unique reference number (URN): 119284

## Inspection report: 24 March 2026

Exceptional	
Strong standard	● ● ● ●
Expected standard	● ● ●
Needs attention	
Urgent improvement	

### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Attendance and behaviour

Strong standard ●

Leaders promote the importance of attending school regularly. This ensures that pupils benefit from the high-quality education and experiences that the school offers. Pupils are keen to be part of the '96% gang'. Leaders' analysis and actions are robust. They work with families and wider agencies to remove barriers to pupils' attendance. This work has resulted in notably improved attendance rates. Persistent absence, which is carefully tracked by leaders, is below the national average. Enjoying school and having opportunities to be successful mean that pupils want to attend school regularly.

Pupils' behaviour around the school is excellent. They strive to demonstrate the characteristics of the 'Mayfield Charter'. They have highly positive attitudes to learning and are incredibly supportive of one another. This starts from the early years. Children learn in a calm and purposeful environment. Routines are clear and understood by all pupils and staff. Staff consistently model and promote the school's values. Pupils are respectful towards each other and adults. They show mature approaches to resolving conflict with each other. This is particularly evident during break and lunchtime when pupils interact with high levels of independence, taking on roles such as referees in the play zones. Bullying and other forms of harassment are not tolerated. If they occur, they are dealt with quickly and effectively.

### Inclusion

Strong standard ●

Being inclusive is at the heart of this school. Leaders are acutely aware of the barriers that some pupils experience. A robust culture of early assessment empowers staff to understand pupils' individual circumstances swiftly and accurately, including for the significant number of pupils who join the school later in their schooling. Leaders are insightful in unpicking barriers to pupils' learning and wellbeing, determining what is working and what needs adjusting. When necessary, leaders provide bespoke pathways for individual pupils, for example for some pupils with special educational needs and/or disabilities.

Staff receive professional learning so that they understand how to adapt teaching to meet pupils' needs. They are alert to signs that a pupil may be struggling to keep up. Staff are proficient at adapting teaching in the first instance. Strategies to support pupils who need extra help are carefully considered and skilfully delivered.

Leaders work effectively with parents and carers, providing meaningful opportunities to engage and work together, for example through family library and café sessions. This work is further strengthened by close collaboration with external agencies, including specialist advisers to help shape support for pupils.

Additional funding, such as the pupil premium grant, is used carefully. Leaders demonstrate a precise understanding of the barriers faced by disadvantaged pupils, working systematically to overcome them. There is a deliberate focus on empowering pupils to thrive academically, socially and emotionally.

## Leadership and governance

Strong standard 

Leaders' astute understanding of the school's work is a bedrock for their strategic improvement work. They are not complacent. Reviews and refinements are sharply viewed through the lens of pupils' best interests and the context of the community that the school serves. Despite a relentless focus on this work, consideration of staff's workload and wellbeing is not forgotten. Staff benefit from professional learning focused on what will make the school a better place for its pupils. Staff speak positively about the support they get to do their jobs well. They are proud of their work and feel valued.

Leaders have an incisive knowledge of the areas of the school's offer that would benefit from further development. They ensure that carefully considered strategies to address areas of focus consistently improve the provision for pupils. For example, leaders have systematically reviewed and refined the curriculums for and the teaching of English and mathematics together with some other subjects with considerable success. This work is ongoing, built on research and designed to support pupils to deepen their learning over time.

The school's inclusive ethos is built on high ambition for all pupils. This is particularly effective. Leaders have responded to pupils' changing needs. Staff are supported to adapt their teaching for the increasingly diverse needs of pupils and for the growing number of pupils who join the school during the school year. There is a collaborative approach to leadership and governance. Governors have the necessary expertise to challenge and support leaders effectively. They understand and meet their statutory duties. Governors' work contributes effectively to the school's continued improvement.

## Personal development and wellbeing

Strong standard 

Leaders have carefully crafted the personal development programme to be relevant to pupils' lives now and in the future. This is sharply focused on supporting pupils' aspirations and what they 'dream of being'. Pupils are proud leaders in school, working to make the school even better. They take their responsibilities very seriously through their subject ambassador, captain and vice-captain roles.

Leaders are determined that pupils will develop the skills that they need to be successful in life and contribute positively to society. Pupils learn about a range of faiths, beliefs and equalities. They appreciate the importance of treating others with respect. Pupils listen carefully to the views and opinions of others and develop their confidence to speak in groups and in public. They become tolerant and respectful, understanding the importance of law and democracy. By the time they leave Year 6, pupils have a mature understanding of their place in the wider world.

Leaders are vigilant in supporting pupils' wellbeing. Pupils learn to look after themselves and what it means to have a healthy lifestyle, including their mental health. This starts in the early years, where children start to understand and name their feelings. Additional support for pupils' emotional needs, for example with regards to worries or concerns, is well matched to individual pupils' needs. Pupils learn the importance of being alert to online risks. Relationships and health education is age appropriate. Pupils learn how to keep friendships positive and the importance of respecting personal boundaries.

Pupils are actively encouraged and supported to broaden their horizons. Leaders ensure that the wider offer is accessible for all pupils by removing any barriers to participation. Pupils benefit from the rich offer provided, for example developing their bowls, golf, art, drama, sporting and musical talents in extra-curricular clubs and through community choir events.

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## Expected standard

### Achievement

Expected standard 

Published results demonstrate that pupils' attainment in Year 6 in national reading, writing and mathematics tests is above or close to national averages over time. Disadvantaged pupils also achieve well. Pupils' work usually evidences their progress through these curriculums from their varied starting points. When this is not the case, leaders act swiftly so that any gaps close quickly. This prepares pupils well for their next stage of schooling.

Leaders have identified the reasons for the lower achievement rates in the key stage 1 phonics screening check and the Year 4 multiplication tables check. They have prioritised mathematics and phonics as particular areas for improvement. As a result of refinements to the systematic teaching of phonics and mathematics, gaps in pupils' knowledge are reducing. The longer pupils attend the school, the more they demonstrate standards close to age-related expectations in their work. Pupils typically recall prior learning well across a range of subjects. In some subjects, however, they are less confident retrieving key knowledge.

### Curriculum and teaching

Expected standard 

Leaders have designed an ambitious curriculum that builds pupils' knowledge and skills. It is designed to provide pupils with the knowledge that they need for their future learning. There is a focus on getting the basics right. The development of pupils' vocabulary and spoken language is promoted across subjects so that pupils articulate their learning with confidence. Important knowledge in reading, writing and mathematics is prioritised. Leaders ensure that pupils who need to catch up receive timely, well-matched support. Staff are responsive in enabling pupils to access the curriculum. Adaptations for pupils who face barriers to their learning support them to learn alongside their peers. Where necessary, this is tailored to meet the individual learning needs of pupils.

Leaders have an astute understanding of how effectively the curriculum is taught. They use this insight to drive continuous improvement. For example, they have prioritised professional learning focused on teachers having the subject knowledge that they need to support pupils to secure the most important knowledge and skills. Beyond English and mathematics, leaders are aware that this work is further on in some subjects than in others. They are further refining teaching in these subjects to help pupils to deepen their learning of the whole curriculum.

Children make a positive start in the early years. Staff get to know children and their families well before they join school. They know each child's needs and starting points well. Staff use their knowledge of early child development to support children with gaps in their skills and learning. Children benefit from a calm, purposeful environment with clear routines. This helps children to settle quickly. They display independence as they enjoy exploring their learning.

The curriculum enables children to access meaningful experiences across each area of learning. Communication and language sit at its core. Staff use high-quality interactions to build children's use of vocabulary. Adults model language skilfully, extend play and support children to communicate in different social situations. Activities build fine motor skills, personal and social development and early number knowledge. This helps children to control tools they use, such as scissors, form letters and understand early mathematics ideas.

Reading is a priority from the start. Phonics lessons follow consistent routines. Staff check that children know their sounds securely. Children who struggle to learn this important knowledge receive well-matched support. Handover from the early years, as children move to Year 1, ensures that any child who continues to require support receives the help that they need.

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

Pupils are proud to be members of this vibrant school community. They are eager to come to school in the morning, anticipating the day ahead. The warm relationships that pupils build with both staff and each other help them to feel important. If pupils feel anxious, staff strive to help them overcome their worries. Pupils feel well cared for, valued and protected in this safe haven. This supports pupils to attend school regularly and to be ready for learning.

Leaders have created an environment where pupils are eager to learn. Pupils have extremely positive attitudes to their learning. This starts in the early years, where children's curiosity is sparked by the activities on offer. The carefully designed curriculum builds pupils' learning and broadens their experiences as they move through the school. Typically, pupils achieve well. By the time they leave Year 6, pupils are well prepared for the next stage of their education.

Pupils behave extremely well. Classrooms are industrious, and social times are enjoyable and harmonious. There is a happy and calm feel throughout school. Pupils enjoy being recognised for their kindness and ability to care for each other. It is unusual for pupils to fall out with each other. Bullying is a very rare occurrence. Pupils look forward to finding out who will receive the 'you are great' awards that are nominated by pupils and staff.

Pupils receive an impressive diet of opportunities beyond their academic learning. Leaders are committed to offering varied and rich experiences to pupils. The school is highly inclusive. Leaders successfully break down barriers for pupils facing challenges in their

learning or wellbeing, ensuring that pupils benefit from all that the school has to offer. Central to the success of the school is leaders' expertise at developing pupils' confidence. Pupils thrive in their regular participation in sports league events and school theatre productions, such as a forthcoming pantomime. They make great strides in their development as respectful, responsible and caring young citizens.

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## Next steps

- Leaders should continue to further refine their work to ensure that teaching supports pupils to apply and connect their learning to the same high standard in all subjects.
  - Leaders should ensure that the systems, routines and strategies in place to develop pupils' phonics and multiplication knowledge and skills secure sustained improvements in pupils' achievement and that these gains are reflected in published results.
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## About this inspection

The chair of the board of governors in this school is Mark Burge.

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 school leaders and staff during the inspection. The lead inspector met with members of the governing body, including the chair of governors. She also spoke with a representative of the local authority.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Headteacher: Glyn Denton

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### Lead inspector:

Rebecca Jewitt, His Majesty's Inspector

### Team inspectors:

Linda Griffiths, Ofsted Inspector

Alison Lawson, 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 24 March 2026

## School and pupil context

### Total pupils

**232**

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

**270**

Close to 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)

**37.50%**

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

**3.02%**

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**

**19.40%**

Above average

### **What does this mean?**

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

National average: 15%

### **Location deprivation**

**Below average**

### **What does this mean?**

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

### **Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

### **What does this mean?**

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

### **All pupils' performance**

#### **Pupils reaching the expected standard in reading, writing and mathematics**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	70%	61%	Above
<b>2024/25 (revised)</b>	75%	62%	Above
<b>2023/24 (final)</b>	65%	61%	Close to average
<b>2022/23 (final)</b>	71%	60%	Above

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	86%	74%	Above
<b>2024/25 (revised)</b>	88%	75%	Above
<b>2023/24 (final)</b>	85%	74%	Above
<b>2022/23 (final)</b>	85%	73%	Above

### **Pupils reaching the expected standard in teacher-assessed writing**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	73%	72%	Close to average
<b>2024/25 (revised)</b>	75%	72%	Close to average
<b>2023/24 (final)</b>	73%	72%	Close to average
<b>2022/23 (final)</b>	73%	71%	Close to average

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	78%	73%	Close to average
<b>2024/25 (revised)</b>	88%	74%	Above
<b>2023/24 (final)</b>	69%	73%	Close to average
<b>2022/23 (final)</b>	80%	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	67%	46%	Above
<b>2024/25 (revised)</b>	67%	47%	Above
<b>2023/24 (final)</b>	65%	46%	Above
<b>2022/23 (final)</b>	70%	44%	Above

### **Disadvantaged pupils reaching the expected standard in reading**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	87%	62%	Above

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	89%	63%	Above
<b>2023/24 (final)</b>	85%	62%	Above
<b>2022/23 (final)</b>	87%	60%	Above

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	70%	59%	Above
<b>2024/25 (revised)</b>	67%	59%	Close to average
<b>2023/24 (final)</b>	73%	58%	Above
<b>2022/23 (final)</b>	70%	58%	Close to average

### **Disadvantaged pupils reaching the expected standard in mathematics**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	78%	60%	Above
<b>2024/25 (revised)</b>	89%	61%	Above
<b>2023/24 (final)</b>	69%	59%	Close to average
<b>2022/23 (final)</b>	78%	59%	Above

### **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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	67%	68%	0 pp
<b>2024/25 (revised)</b>	67%	69%	-3 pp
<b>2023/24 (final)</b>	65%	67%	-2 pp
<b>2022/23 (final)</b>	70%	66%	3 pp

### **Disadvantaged pupils reaching the expected standard in reading**

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

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	87%	80%	7 pp
<b>2024/25 (revised)</b>	89%	81%	8 pp
<b>2023/24 (final)</b>	85%	80%	5 pp
<b>2022/23 (final)</b>	87%	78%	9 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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	70%	78%	-8 pp
<b>2024/25 (revised)</b>	67%	78%	-12 pp
<b>2023/24 (final)</b>	73%	78%	-5 pp
<b>2022/23 (final)</b>	70%	77%	-8 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

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

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	78%	80%	-2 pp
<b>2024/25 (revised)</b>	89%	81%	8 pp
<b>2023/24 (final)</b>	69%	79%	-10 pp
<b>2022/23 (final)</b>	78%	79%	-1 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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (2 term)</b>	4.0%	5.2%	Below
<b>2023/24 (3 term)</b>	4.8%	5.5%	Close to average
<b>2022/23 (3 term)</b>	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 (2 term)	6.5%	13.3%	Below
2023/24 (3 term)	10.2%	14.6%	Below
2022/23 (3 term)	14.5%	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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