

Westminster Primary Academy

Address: Westminster Road, Blackpool, Lancashire, FY1 2QE

Unique reference number (URN): 144945

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

Attendance and behaviour

Expected standard 

Leaders have steadily raised pupils' attendance. Their effective plans and actions over time have led to sustained improvements in the school's average attendance as well a year-on-year reduction in absenteeism. Current data shows that average attendance rates are rising further. Leaders are quick to spot any patterns or changes that may occur. This enables leaders to swiftly challenge and support families when attendance starts to slip. They take highly tailored action to remove a wide range of barriers that would otherwise prevent pupils from attending regularly.

Pupils behave well. They generally have positive attitudes toward their learning. Leaders provide effective support for pupils who need extra help to manage their emotions. They have created additional spaces in classrooms and around the school that pupils can access freely when needed. This enables pupils to take a minute to calm down when they might feel stressed. Pupils get along nicely. For example, during social times, they play together harmoniously within the numerous games and activities available to them. Pupils are respectful. They dislike the notion of bullying and are mindful of treating each other kindly. As a result, they rarely experience discrimination or bullying.

Early years

Expected standard 

Leaders have taken effective action to enhance the curriculum offer in the early years. They have tailored the design of the curriculum to meet the needs of the children well. Leaders have focused sharply on providing better opportunities that help children to understand early concepts of number and skills in counting. They have developed a language-rich environment that helps children build vocabulary linked to their learning. For example, children can use technical vocabulary to explain some amphibian and insect life cycles. As a result, children build effective communication skills and early knowledge across different subjects. Pupils generally achieve well. They make a positive start to their education, often from very low starting points.

Staff teach the early years curriculum skilfully. Where necessary, they make suitable adaptations to different areas of learning so that pupils with individual needs can still succeed. Staff support children well to develop their interpersonal skills. They help children learn how to share, take turns and cooperate kindly in group tasks. Staff model these skills effectively when children need a gentle reminder. Children form positive relationships with staff because they are treated with kindness and care. Staff's interactions at points when children are learning through play are also effective. They ask helpful questions to scaffold children's thinking, which helps them to understand new concepts.

Inclusion

Expected standard 

As soon as pupils arrive at the school, leaders are quick to identify and assess the needs of disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Leaders take highly effective actions to support vulnerable pupils. For instance, leaders work collaboratively with the local authority to provide quality support to pupils in local authority care. They also build effective partnerships with a range of agencies to support those known to social care and those from asylum-seeking families. This includes facilitating access to housing support, food banks and appropriate health care. This ensures that these pupils' crucial needs are met, allowing them to engage more successfully with their education.

Leaders make effective use of additional funding to support disadvantaged pupils. For instance, they have invested heavily in additional pastoral and family support staff to break down barriers to attendance and emotional wellbeing. This team's effective work has secured measurable improvements in attendance and contributed to improved standards of behaviour.

Overall, leaders provide appropriate support for pupils with SEND. However, sometimes the staff's targeted support and in-class adaptations for these pupils are not sharply focused. Leaders do not rigorously check and evaluate some of this support. They sometimes fail to spot and address when some support is less effective in meeting some pupils' learning needs.

Leadership and governance

Expected standard 

Leaders act in the best interests of pupils, their families and the wider community. This includes those responsible for governance. Overall, leaders know the school's strengths and generally take effective strategic actions to address the priorities for improvement. While their oversight and development of the curriculum and some targeted academic support are not as rigorous as they need to be, their work in most other areas is more impactful. Leaders' work to steadily improve attendance and behaviour are testaments to this.

Leaders look after staff's wellbeing and support them to manage their workload. Staff are happy at the school and appreciate the leaders' considerate actions. Staff have access to suitable professional development opportunities that typically align well with school priorities, such as recent phonics training. Leaders also form partnerships with other schools to help staff learn from the practice of others.

Leaders engage very well with parents and carers. It is a standout feature of their work. Leaders make themselves readily available to the parents to quickly respond to their concerns and queries. This has fostered trust between home and school and ensures that issues are addressed swiftly. Leaders also facilitate pupils' engagement in the community through activities such as litter picking and musical performances at local events.

Those responsible for governance fulfil their statutory duties. They offer appropriate challenge and support to leaders. On the whole, they maintain a clear understanding of leaders' work in developing the school.

Needs attention ●

Achievement

Needs attention ●

Pupils do not achieve as well as they could. While pupils have generally attained close to national averages in end-of-key-stage 2 assessments, especially those who are disadvantaged, pupils currently at the school are not doing so well. For instance, pupils are not quickly securing the basic skills in early reading, spelling, and fluency with number facts. Leaders are aware of the root causes in curriculum and teaching that are preventing pupils from securing these skills sooner. However, their actions to address the issues are largely in their infancy.

In other curriculum subjects, pupils do not secure a rich body of knowledge. In these subjects, pupils often have not fully understood what they have been taught. Consequently, they are not making sufficient progress through the curriculum from their own starting points, which also means they are not suitably ready for the demands of the next stage in their education.

Curriculum and teaching

Needs attention ●

Although leaders have generally set out a suitably designed curriculum, teachers do not deliver it consistently well. This includes their delivery of crucial early knowledge in English and mathematics, such as phonics and certain number facts. Some staff design learning activities that are not well-matched to pupils' needs and abilities. At times, teachers also deliver content that does not help pupils to deepen their subject-specific knowledge and skills. In turn, pupils sometimes develop superficial knowledge across different topics.

At times, staff do not establish whether pupils have understood the new learning. They sometimes move on before pupils are ready. Additionally, some staff do not spot when pupils have errors and misconceptions. When they do, sometimes they do not provide the right feedback to help correct pupils' knowledge.

Leaders' oversight of the delivery and impact of the curriculum is sometimes not as sharp as it could be. This means that they occasionally do not pick up and address some variability in teaching as swiftly as they should. In turn, this hinders pupils' academic success.

Leaders ensure that disadvantaged pupils and those with special educational needs and/or disabilities receive additional support to access the curriculum. Nonetheless, they are hindered by the same variability in teaching quality as their classmates.

Personal development and wellbeing

Needs attention ●

Pupils do not develop a secure understanding of fundamental British values and the diverse characteristics and customs of others. Although they are broadly aware of democracy and show tolerance and respect for people, no matter who they are, they have a limited appreciation for how others can be different. This is largely caused by inconsistencies in how well pupils are taught. Consequently, pupils are not fully prepared for life in modern, multicultural Britain.

Pupils gain a firm knowledge of how to form safe, healthy relationships and how to keep safe online. They understand how their bodies will change as they grow, and how to keep themselves fit and well, both physically and mentally.

Pupils benefit from high levels of care and support for their emotional welfare. Leaders tailor this support well, providing more intensive help for those who need it most. This support ranges from in-school counselling to general daily check-ins to see how pupils are feeling. Pupils appreciate this effective care, which helps them to manage their emotions and focus on their education.

Leaders ensure that pupils' schooling is enriched through a wide range of additional opportunities that all pupils are supported to access. Pupils have access to plentiful music opportunities, including joining the orchestra and having drumming lessons. They go on trips to places linked to their curriculum lessons and have numerous visiting speakers, including the local police and sports teams. Leaders provide a range of extra-curricular clubs that are open to all. These include, for example, drawing club, tag rugby, and cricket games during the school day. Leaders keep a track of who attends and take suitable actions to encourage those who have barriers to their participation.

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

Westminster Primary Academy is a school that provides more than just an education. It is a hub of its community. It is a place where pupils and their families are welcomed and supported regardless of their backgrounds or needs. This is especially the case for the pupils who join the school at various points in the year, including those who can only stay for short periods of time. Pupils are loved, feel safe and are well-cared for.

Pupils get along well with each other and with their teachers. The school has a zero-tolerance attitude to discrimination. When bullying incidents arise, leaders take swift and appropriate action to maintain an environment where pupils feel secure, happy and accepted.

Leaders take highly effective action to remove many barriers to pupils' wellbeing. This includes counselling support in school and helping families experiencing difficulties at home. These help pupils to be ready to learn, particularly those who are vulnerable or disadvantaged. Overall, leaders also take appropriate action to reduce pupils' individual barriers to learning.

Although pupils typically enjoy their learning, they do not experience the success that they should. This is because the curriculum, including some personal development programme content, is not taught well. Consequently, pupils' knowledge across different subjects is not secure, regardless of how long they have been at the school. This means that some pupils do not make enough progress from their starting points and some are not ready for the next stage of education.

Pupils benefit from a range of additional opportunities at school. They are particularly proud of their school orchestra and the musical instruments that they get to learn. Break and

lunchtimes are fun for pupils. There are plenty of games and activities, as well as areas to socialise in. Pupils also access a range of clubs and trips, including a residential visit.

Next steps

- Leaders should improve how they monitor and evaluate the quality and impact of curriculum delivery. This includes aspects of the personal development programme and some of their targeted work to support pupils' academic needs, including pupils with special educational needs and/or disabilities.
 - Leaders should ensure that pupils quickly acquire the crucial skills and knowledge in English and mathematics through the effective delivery of related content.
 - Leaders should ensure that staff deliver the intended curriculum consistently well, using effective teaching strategies and providing pupils with well-designed learning activities to help pupils secure the most important knowledge.
 - Staff should improve their checks of pupils' understanding, particularly during lessons. They should ensure that pupils' errors and misconceptions are more effectively identified and addressed.
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About this inspection

This school is part of Fylde Coast Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Dean Logan, and overseen by a board of trustees, chaired by Kathleen Evison.

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 HMI.

Inspectors spoke with the headteacher, deputy headteacher and other school leaders during the inspection. Inspectors also spoke with representatives of the local authority. The lead inspector met with the chief executive officer, trustees and representatives of the local governing board.

The inspectors confirmed the following information about this school:

The school currently uses no alternative provision.

Headteacher: Beth Latham

Lead inspector:

David Spruce, His Majesty's Inspector

Team inspectors:

Christopher McDonald, Ofsted Inspector

Nicky Parkinson, Ofsted Inspector

Jonny Foster-Carr, 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

405

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

71.36%

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

3.70%

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

18.52%

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	59%	61%	Close to average
2024/25 (final)	60%	62%	Close to average
2023/24 (final)	60%	61%	Close to average
2022/23 (final)	56%	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	75%	74%	Close to average
2024/25 (final)	73%	75%	Close to average
2023/24 (final)	74%	74%	Close to average
2022/23 (final)	76%	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	61%	72%	Below
2024/25 (final)	65%	72%	Below
2023/24 (final)	62%	72%	Below
2022/23 (final)	56%	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	76%	73%	Close to average
2024/25 (final)	69%	74%	Close to average
2023/24 (final)	83%	73%	Above
2022/23 (final)	75%	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	56%	46%	Above
2024/25 (final)	61%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	57%	46%	Close to average
2022/23 (final)	53%	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	73%	62%	Above
2024/25 (final)	71%	63%	Close to average
2023/24 (final)	73%	62%	Close to average
2022/23 (final)	76%	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.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	59%	Close to average
2024/25 (final)	63%	59%	Close to average
2023/24 (final)	59%	58%	Close to average
2022/23 (final)	53%	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	75%	60%	Above
2024/25 (final)	68%	61%	Close to average
2023/24 (final)	82%	59%	Above
2022/23 (final)	73%	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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	68%	-11 pp
2024/25 (final)	61%	69%	-9 pp
2023/24 (final)	57%	67%	-11 pp
2022/23 (final)	53%	66%	-13 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	73%	80%	-6 pp
2024/25 (final)	71%	81%	-10 pp
2023/24 (final)	73%	80%	-7 pp
2022/23 (final)	76%	78%	-3 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	58%	78%	-20 pp
2024/25 (final)	63%	78%	-15 pp
2023/24 (final)	59%	78%	-19 pp
2022/23 (final)	53%	77%	-24 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	75%	80%	-5 pp
2024/25 (final)	68%	81%	-12 pp
2023/24 (final)	82%	79%	2 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	73%	79%	-6 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)	6.2%	5.2%	Above
2023/24 (3 term)	6.9%	5.5%	Above
2022/23 (3 term)	8.6%	5.9%	Above

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)	19.9%	13.0%	Above
2023/24 (3 term)	23.7%	14.6%	Above
2022/23 (3 term)	30.6%	16.2%	Above

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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