

Kincraig Primary School

Address: Kincraig Road, Bispham, Blackpool, Lancashire, FY2 0HN

Unique reference number (URN): 131414

Inspection report: 14 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

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

How we evaluate safeguarding

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

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

Exceptional

Early years

Exceptional 

Children get off to the very best start in the early years. Leaders have designed a highly ambitious curriculum that builds knowledge and skills incrementally across all areas of learning. Communication and language sit at the heart of the early years. High-quality books, inspiring environments, such as 'Happy Street', and expertly planned interactions ensure that children develop their vocabulary and become confident communicators. Staff use deep subject knowledge and significant skill to deliver the carefully planned curriculum through precise adult-led teaching and purposeful independent learning.

There is an unwavering focus on children securing knowledge for future success, particularly in reading, writing and mathematics. Phonics is taught with accuracy and consistency. This enables children to apply their knowledge of letters and sounds confidently across the curriculum. Staff use assessment skilfully to identify children's next steps and provide timely support. They know children incredibly well and make thoughtful changes to ensure that all children, including those with special educational needs and/or disabilities (SEND), achieve success.

Children develop independence, resilience and positive learning behaviours. Established routines, nurturing relationships and high expectations underpin this. As a result, children are highly engaged. They sustain concentration and demonstrate exemplary attitudes to their learning. Trusting partnerships with families and external agencies ensure learning continuity and seamless transitions into Year 1. Children consistently achieve very highly. Disadvantaged children and those with SEND make substantial progress from their starting points. Consequently, children leave the Reception Year impressively well prepared for future success.

Strong standard

Achievement

Strong standard 

Pupils achieve well over time. Published results show that attainment in reading, writing and mathematics at the end of Year 6 is consistently above national averages. The proportions of pupils meeting the expected standard in the Year 1 phonics screening check and the Year 4 multiplication tables check are also above average. Disadvantaged pupils outperform the national average for non-disadvantaged pupils. Pupils with special educational needs and/or disabilities make secure progress from their starting points. These pupils generally overcome barriers to learning and achieve well across the curriculum. In 2025, the proportion of pupils in Year 6 achieving the higher standards in reading and mathematics was not as high as it ordinarily is. Leaders have taken swift action to improve these outcomes.

High achievement is rooted in the secure foundations that pupils develop in reading, writing and mathematics during the early years and key stage 1. These foundations help pupils to access learning successfully in other subjects. For example, pupils in key stage 2 discuss

the Industrial Revolution confidently, describing it as 'a time of great change', and they explain key aspects of the Second World War, including the Blitz and Anderson shelters. Pupils make meaningful links between subjects. They deepen their knowledge through these connections and are very well prepared for their next stages of education.

Attendance and behaviour

Strong standard 

Leaders prioritise attendance. Robust tracking systems and regular attendance reviews ensure that concerns are identified quickly and support is provided to families at the earliest opportunity. Leaders are tenacious in tackling barriers to attendance. They combine challenge with effective pastoral support and close safeguarding oversight. Consequently, persistent absence has reduced significantly, despite the school's challenging context. Leaders work closely with families, the local authority, social care and other agencies to secure pupils' high attendance. This is reflected in attendance rates for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND), which have remained consistently above national averages over the last three years.

Pupils' behaviour is exemplary. Leaders have established a culture of high expectations. Their ambition to create a safe space for every pupil is shared by all stakeholders. As a result, positive relationships and well-established routines create a calm and orderly atmosphere where pupils learn free from disruption. Pupils demonstrate positive attitudes to learning and engage purposefully during lessons. They treat others with respect and understand the importance of kindness. Bullying and discrimination are not tolerated. Leaders address concerns swiftly and effectively, although such incidents are rare. They adapt support to meet pupils' needs, including those with SEND. As a result, pupils thrive.

Curriculum and teaching

Strong standard 

Leaders have designed a curriculum that is broad and ambitious. It builds pupils' knowledge step by step from the early years to Year 6. Leaders have considered carefully what pupils learn and when, and how teachers will deliver this learning. Across the curriculum, staff provide expert support so that pupils can discuss their learning, ask questions and widen their vocabularies.

Leaders prioritise the development of pupils' reading, writing and mathematical knowledge. This ensures that pupils can access other curriculum areas with confidence. The teaching of phonics, reading and vocabulary sits at the heart of the curriculum. Staff prioritise the teaching of key skills through a clear and structured approach that builds precisely on what pupils have learned before.

Staff deliver the curriculum with confidence and expert understanding. They provide clear explanations and use sharply targeted questions to check what pupils know and understand throughout lessons. Staff adapt teaching in response to this information. They do this skilfully to make sure that pupils, including those with special educational needs and/or disabilities (SEND), make secure progress with their learning. Targeted and focused teaching helps disadvantaged pupils and those with SEND keep pace with the curriculum.

Inclusion

Strong standard ●

Equality of opportunity sits at the school's heart. Leaders celebrate the uniqueness of every child. They are relentless in ensuring that all pupils, especially those who are disadvantaged and those with special educational needs and/or disabilities (SEND), have every opportunity to excel. Leaders waste no time in identifying children's needs in the early years. They do this with skill and precision. Leaders are unrelenting in finding solutions to barriers that pupils face. They monitor the impact of support carefully and adapt this when necessary to ensure that it improves pupils' learning.

Leaders work closely with parents, carers and other professionals to build a comprehensive understanding of pupils' needs, especially those with SEND. Staff access suitable training to equip them with the knowledge and expertise they need. As a result, staff deploy a range of high-quality strategies in lessons. Consequently, pupils with SEND achieve well across the curriculum. Leaders prioritise the social, emotional and mental health needs of pupils who are supported by a social worker. Access to the school's sensory room and targeted programmes enables these pupils to express their thoughts and feelings to trusted adults.

Leaders use additional funding effectively to ensure that disadvantaged pupils have equal access to opportunities and experiences. As a result, disadvantaged pupils flourish and achieve highly within the school community.

Leadership and governance

Strong standard ●

Leaders place Kinraig pupils at the heart of everything they do, and they show an unwavering commitment to the wider Bispham community. Leaders have a deep understanding of the school's strengths and areas for development. Consequently, improvement is sharply focused on securing the best possible outcomes and life chances for pupils. Leaders never stand still. They continually evaluate the school's effectiveness and refine their work to meet the evolving needs of pupils, their families and the community.

Leadership expertise is shared effectively across the senior leadership team. Leaders are experts in their areas of responsibility and work together to drive improvements. They role model the importance of learning and development to other staff. Consequently, staff are keen to engage with training opportunities, including national professional qualifications and specialist accreditation. This has enabled many staff members to progress into leadership roles within and beyond the school. Leaders place high emphasis on wellbeing and workload. Staff are united in their belief that they are valued and have a voice within the school. Leaders engage highly effectively with parents and carers, community partners and external professionals, including nurseries, charities and the police, to enhance provision and safeguard pupils.

Governance is a strength of the school. Governors possess a detailed understanding of the school's context and fulfil their statutory duties diligently. They champion pupils' interests and hold leaders to account through rigorous monitoring, informed challenge and effective support. Governors maintain close oversight of safeguarding, special educational needs and/or disabilities, disadvantaged pupils and funding decisions. Collectively, over many years, leaders and governors have created the school's culture of ambition and excellence.

Leaders are passionate about shaping pupils' wider development in a loving and respectful environment. They have carefully crafted a personal development programme that reflects the needs of the local community. As a result, the programme promotes aspiration, celebrates diversity and develops resilience. Pupils benefit from high-quality teaching of the personal, social, health and economic education curriculum. They learn how to keep themselves safe online and beyond the school gates. Programmes such as the NSPCC's 'Speak out Stay safe' and Little Lifesavers first-aid training equip pupils with important skills. The 'Unstoppable' transition programme, delivered with Blackpool Football Club, prepares Year 6 pupils for the move to secondary school. Alongside input from police officers, pupils learn about issues including drugs and alcohol, knife crime and antisocial behaviour.

Pupils experience different cultures and religions and understand the importance of tolerance and equality. Visits to different places of worship deepen pupils' appreciation of life in modern Britain. Pupils also develop secure knowledge of British values. For example, a visit to the magistrates' court helps pupils understand the rule of law. Leaders foster a strong sense of community within and beyond the school. Pupils value opportunities to contribute and represent their school through partnerships with nursing homes and children's hospices. Whether reading with residents, sharing craft activities, serving Christmas dinner or playing games with children, pupils develop empathy, compassion and a deep understanding of the importance of helping others.

Leaders are ambitious for pupils and work hard to broaden their horizons, particularly for disadvantaged pupils. There is a wide range of extra-curricular activities, including golf and drama. Leaders ensure that all pupils receive tuition in playing musical instruments and that finance is not a barrier to participation. Consequently, engagement in these opportunities is high. Pastoral care is of high quality. Leaders draw on the expertise of external professionals when pupils require specialist support, including counselling. As a result, pupils leave the school as confident, caring and responsible citizens.

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

Pupils thrive in this caring, welcoming and inspiring school. It is a special place where everyone belongs. The school's 'HEART' values of happy, enjoy, achieve, respect and thrive are lived and breathed through every aspect of school life. They contribute significantly to a culture where pupils feel safe, supported and nurtured. These values underpin interactions across the school. Consequently, pupils speak confidently about the trusting and close-knit relationships they have with staff and with one another. They describe the school as their 'safe space'.

Pupils look forward to learning each day. Many are greeted by Buddy, Holly and Arlo, the school's therapy dogs. For some pupils, particularly those who face barriers to learning or their wellbeing, this helps them to settle quickly and begin the day positively. Attendance is high. Pupils are keen to make the most of everything the school offers, and they attend often and on time.

Pupils show high levels of respect and kindness towards one another. They are extremely proud of their school and keen to contribute to the community. Anti-bullying ambassadors lead by example. Pupils are clear that bullying and discrimination have no place in their school. As a result, bullying is extremely rare. If it does occur, leaders deal with it swiftly.

Pupils develop ambitious aspirations for their futures. Opportunities such as careers fairs, visits to universities and participation in a Year 6 mock trial broaden pupils' horizons. The school's commitment to the arts is an equally high priority. Pupils relish opportunities to perform at the Winter Gardens theatre and to learn a range of musical instruments, including samba drums, recorders, ukuleles and cornets.

Pupils at KinCraig love learning in classrooms that are vibrant and inspiring. The curriculum prepares pupils well for the future, including those who are disadvantaged and pupils with special educational needs and/or disabilities. Pupils leave the school with the knowledge they need to succeed in secondary education.

Next steps

- Leaders should ensure that pupils deepen and embed their detailed knowledge and skills across the curriculum, so that more pupils attain the higher standards across reading, writing and mathematics at the end of key stage 2.
-

About this inspection

The chair of the board of governors in this school is Steven Smith.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place from 14 July to 15 July 2026.

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

Inspectors confirmed the following information about the school:

The school provides an education for two-year-old children.

The school provides breakfast and after-school provision for pupils.

The school does not make use of alternative provision.

Lead inspector:

Elliot Costas-Walker, His Majesty's Inspector

Team inspectors:

Sarah Gower-Jones, Ofsted Inspector

Richard McGuire, His Majesty's Inspector

Facts and figures used on inspection

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

 The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context**Total pupils**

240

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)

45.60%

Well above average

What does this mean?

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

National average: 26.3%

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

1.25%

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

15.83%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

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	89%	61%	Above
2024/25 (final)	79%	62%	Above
2023/24 (final)	96%	61%	Above
2022/23 (final)	93%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	93%	74%	Above
2024/25 (final)	90%	75%	Above
2023/24 (final)	96%	74%	Above
2022/23 (final)	93%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	93%	72%	Above
2024/25 (final)	90%	72%	Above
2023/24 (final)	96%	72%	Above
2022/23 (final)	93%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	98%	73%	Above
2024/25 (final)	93%	74%	Above
2023/24 (final)	100%	73%	Above
2022/23 (final)	100%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	46%	Above
2024/25 (final)	71%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	88%	46%	Above
2022/23 (final)	94%	44%	Above

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	89%	62%	Above
2024/25 (final)	86%	63%	Above
2023/24 (final)	88%	62%	Above
2022/23 (final)	94%	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	89%	59%	Above
2024/25 (final)	86%	59%	Above
2023/24 (final)	88%	58%	Above
2022/23 (final)	94%	58%	Above

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	96%	60%	Above
2024/25 (final)	90%	61%	Above
2023/24 (final)	100%	59%	Above
2022/23 (final)	100%	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	83%	68%	15 pp
2024/25 (final)	71%	69%	2 pp
2023/24 (final)	88%	67%	20 pp
2022/23 (final)	94%	66%	28 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	89%	80%	10 pp
2024/25 (final)	86%	81%	5 pp
2023/24 (final)	88%	80%	8 pp
2022/23 (final)	94%	78%	16 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	89%	78%	11 pp
2024/25 (final)	86%	78%	7 pp
2023/24 (final)	88%	78%	10 pp
2022/23 (final)	94%	77%	17 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	96%	80%	16 pp
2024/25 (final)	90%	81%	10 pp
2023/24 (final)	100%	79%	21 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	100%	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)	4.6%	5.2%	Close to average
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	6.0%	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)	10.8%	13.0%	Close to average
2023/24 (3 term)	12.0%	14.6%	Close to average
2022/23 (3 term)	17.6%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright