

Eastcroft Park School

Address: Hollinghurst Road, Tower Hill, Kirkby, Liverpool, Liverpool, Merseyside, L33 1EB

Unique reference number (URN): 104447

Inspection report: 20 January 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

Achievement

Expected standard 

Most pupils achieve well across the curriculum. They typically build up their knowledge steadily as they progress from the early years to the end of Year 6. By the end of Year 6, most pupils develop the knowledge that they need. They are well prepared for the curriculum in Year 7 and beyond.

Pupils' current achievement is reflected, for the most part, in the school's published results. For example, most pupils achieve better in mathematics and reading than they do in writing. The achievement of disadvantaged pupils at the school matches other pupils nationally. However, pupils' phonics knowledge is much stronger than published results may suggest. This is because leaders have made sure that staff deliver the phonics programme well.

Pupils' achievement across the wider curriculum is more variable. Some pupils have a greater understanding of their learning than others. For pupils whose knowledge is less well developed, this is often compounded by poor or erratic attendance.

Curriculum and teaching

Expected standard 

The curriculum is ambitious, carefully structured and clearly defined. Leaders know which aspects of the curriculum are impacting on pupils' achievement most effectively. They take action when things need to improve. For example, they have recently adapted the curriculum to improve how well pupils achieve in writing. However, this initiative is not as effective as it could be. This is because teachers do not address incorrect letter formation in pupils' writing as well as they could. As a result, some pupils do not develop the handwriting fluency that they need.

Teachers' understanding of the school's phonics programme has strengthened since the previous inspection. Pupils benefit from the expertise of teachers and other adults. They access regular, high-quality phonics sessions. Pupils who find reading more difficult quickly build up their accuracy and fluency.

At times, teachers do not place enough emphasis on the most crucial information that pupils need to learn. This is particularly the case for pupils with special educational needs and/or disabilities (SEND). Sometimes, teachers do not make sure that all pupils have consolidated their learning before moving on to something new. When this happens, some pupils, especially those with SEND, feel overwhelmed. They do not consistently make the progress that they are capable of.

Early years

Expected standard 

Children benefit from the support of skilled and caring staff. Staff have a secure understanding of how children develop. They make suitable adaptations to the curriculum when this is needed. This helps all children to build on what they already know.

Leaders ensure that all staff who support children in the early years know what to focus on with them. Children who join from other settings settle quickly because staff understand their needs. Staff develop positive relationships with parents and carers. Parents value the support that they receive from school to enhance their children's learning at home.

Leaders make sure that staff identify and meet any additional needs that children have. They prioritise children's communication and language skills. Staff expertly extend children's vocabulary. This helps children to express their needs and ideas. It also helps children to develop their ability to cooperate and socialise with others.

Children begin to learn how to use phonics to read words during the Reception Year. They enjoy high-quality story times with staff. However, some children do not master accurate letter formation. This means that they are not as well prepared for their learning in Year 1 as they could be.

Inclusion

Expected standard 

Leaders make sure that all pupils are welcomed warmly when they begin at the school. They focus on identifying and reducing the numerous and complex barriers to success that some pupils face. Leaders' priorities include improving attendance and how well pupils achieve. They strive to prepare pupils well for their next stages of education. Leaders work closely with local schools and agencies. Raising aspiration is a key focus, especially for the most vulnerable pupils.

Additional support for disadvantaged pupils, who have weaknesses or gaps in their knowledge, is usually sharply focused. Leaders typically check that this is having the desired impact on pupils' achievement, especially in reading and mathematics.

Leaders ensure that the differing needs of pupils are understood by all staff. Leaders provide the training and support that teachers need to identify pupils who may have special educational needs and/or disabilities (SEND). Most of the time, teachers make suitable adaptations to pupils' learning when this is needed. At times, however, there is a lack of clarity about what these pupils most need to focus on in order to succeed. This means that the impact of the support that some pupils with SEND receive from different members of staff is not as consistently effective as it could be.

Leadership and governance

Expected standard 

Leaders have a secure understanding of their school and the community that it serves. They focus on the most pressing areas that need to be developed at the school. For example, leaders have successfully addressed the areas identified during the previous inspection. They have begun to take suitable steps to improve how well pupils achieve in writing by the end of Year 6. Leaders recognise the need to improve how pupils regularly attend school, especially those with special educational needs and/or disabilities (SEND).

Leaders have a secure understanding of the additional support that disadvantaged pupils need to overcome barriers that they may face. Governors make sure that leaders allocate appropriate resources and make effective use of funding. They check that initiatives have

the expected impact on pupils. Leaders adapt and change their plans when this is not the case.

Leaders provide high-quality training and support for teachers. Teachers embrace opportunities to develop their practice. They develop secure subject knowledge. This helps teachers to deliver the curriculum with confidence. They value the support that leaders provide. However, the guidance that leaders provide about the support that pupils with SEND need could be more effective at times.

Governors understand and uphold their statutory duties. They provide effective support and challenge to leaders. Strong and positive professional relationships are evident across the school. This facilitates a culture that supports improvement and further development.

Personal development and wellbeing

Expected standard 

Pupils' personal development is a priority for leaders. Leaders select activities and opportunities for pupils with great care. They are mindful of gaps in pupils' experiences or barriers that they face. Disadvantaged pupils and pupils with special educational needs and/or disabilities benefit from effective support from staff. They access the clubs and leadership roles on offer at the school. This helps vulnerable pupils to develop self-confidence in addition to new skills, talents and interests.

Leaders make sure that pupils learn about people from a range of places and cultures. As a result, pupils develop respect for people who may be different to themselves. Pupils also learn about people who have achieved well despite facing challenges. They learn how to persevere when they find things difficult.

Pupils make the most of times for reflection. They develop their ability to appreciate their own and others' strengths. Pupils learn to appreciate the wonders of the natural world. They make effective use of their ideas in high-quality artwork. This is often inspired by work from the local art gallery

Leaders support pupils in building up resilience and a positive mindset. Staff are adept at talking through problems with pupils. They help pupils to find practical solutions. Pupils regularly practise their new skills through the many outdoor activities that they participate in. This includes working as a team in the wooded area or during adventurous physical activity sessions. Pupils are suitably prepared to embrace new experiences when they move on to their secondary phase of education at the end of Year 6.

Leaders ensure that pupils know how to recognise safe and healthy relationships. Pupils understand how to keep themselves safe, including when online. Older pupils know what happens to their bodies during puberty. They learn how to maintain their own physical and mental wellbeing.

Needs attention

Attendance and behaviour

Needs attention 

Rates of pupils' attendance at the school are well below that of other pupils nationally. Rates of absence for disadvantaged pupils, especially those with special educational needs and/or disabilities (SEND), are particularly concerning. These vulnerable pupils miss out on the support that other pupils benefit from at school. They fall further behind in their learning as a result. When they do attend, some pupils with poor attendance struggle during lessons and at social times.

Leaders are firmly focused on supporting pupils to develop regular attendance habits. They work closely with parents, carers, schools in the locality and other agencies to bring about the necessary improvement. Leaders have successfully improved some pupils' attendance. However, progress is not in line with other schools nationally facing similar challenges.

Most pupils meet leaders' high expectations for behaviour. Pupils who struggle to manage their emotions respond to well trained and caring staff. Lessons take place smoothly and without disruption. Pupils typically display positive attitudes to their learning. As a result, the school is a calm and orderly place.

Leaders follow appropriate protocols for dealing with challenging behaviour. This includes using suspensions when this is needed. Rates of suspensions have reduced over time for pupils with SEND.

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

Pupils are happy and safe at school. Incidents of bullying or unpleasantness are rare. When any unkind incidents occur, leaders take appropriate action. They ensure that pupils receive the support that they need to get along together and to show respect towards each other.

Staff know pupils well. Leaders make sure that pupils get the right help to settle quickly, focus on learning and make new friends.

Children begin to develop confidence and independence in the early years. This enables pupils to embrace new challenges as they progress through the school.

Pupils follow established routines willingly. These help pupils to maintain high standards of behaviour. They are proud of the rewards that they earn for making the right choices.

Pupils appreciate the clubs and other activities that leaders provide to enhance their personal development. Pupils carry out leadership roles diligently. These include acting as digital leaders, monitors, wellbeing champions or attendance heroes.

Most pupils achieve well. However, some pupils do not attend school regularly. This is particularly true for pupils with special educational needs and/or disabilities and disadvantaged pupils. When pupils are absent from school or arrive late, they miss key

learning. This impacts on their opportunities for academic success and their personal development.

Next steps

- Leaders should improve how well pupils attend so that pupils benefit from the curriculum and wider offer that the school provides.
 - Leaders should make sure that teachers identify and correct errors in pupil's letter formation so that pupils improve the legibility and fluency of their written work.
 - Leaders should ensure that teachers identify what pupils with special educational needs and/or disabilities most need to learn. They also need to make sure that all staff working with these pupils are focused on developing the same key knowledge.
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About this inspection

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 leaders during the inspection.

An inspector spoke with a group of governors, including the chair of the governing body.

An inspector spoke with a representative from the local authority.

The school currently makes use of one registered alternative provision for pupils.

Headteacher: Julie Withey

Lead inspector:

Claire Cropper, His Majesty's Inspector

Team inspectors:

Michelle Ridsdale, Ofsted Inspector

Pat Speed, 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 20 January 2026

School and pupil context

Total pupils

226

Close to average

What does this mean?

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

National average: 272

School capacity

210

Below average

What does this mean?

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

National average: 300

Pupils eligible for free school meals (FSM)

62.00%

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

5.31%

Above 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

16.37%

Close to 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	57%	61%	Close to average
2024/25 (revised)	56%	62%	Close to average
2023/24 (final)	52%	61%	Below
2022/23 (final)	63%	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	74%	74%	Close to average
2024/25 (revised)	81%	75%	Close to average
2023/24 (final)	70%	74%	Close to average
2022/23 (final)	70%	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 (revised)	59%	72%	Below
2023/24 (final)	56%	72%	Below
2022/23 (final)	67%	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	79%	73%	Close to average
2024/25 (revised)	78%	74%	Close to average
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	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.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	46%	Close to average
2024/25 (revised)	47%	47%	Close to average
2023/24 (final)	41%	46%	Close to average
2022/23 (final)	47%	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	64%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	74%	63%	Close to average
2023/24 (final)	59%	62%	Close to average
2022/23 (final)	59%	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 (revised)	47%	59%	Close to average
2023/24 (final)	47%	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	70%	60%	Above
2024/25 (revised)	74%	61%	Above
2023/24 (final)	65%	59%	Close to average
2022/23 (final)	71%	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	45%	68%	-22 pp
2024/25 (revised)	47%	69%	-22 pp
2023/24 (final)	41%	67%	-26 pp
2022/23 (final)	47%	66%	-19 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	64%	80%	-15 pp
2024/25 (revised)	74%	81%	-7 pp
2023/24 (final)	59%	80%	-21 pp
2022/23 (final)	59%	78%	-19 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 (revised)	47%	78%	-31 pp
2023/24 (final)	47%	78%	-31 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	70%	80%	-10 pp
2024/25 (revised)	74%	81%	-7 pp
2023/24 (final)	65%	79%	-15 pp
2022/23 (final)	71%	79%	-9 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 (2 term)	8.1%	5.2%	Above
2023/24 (3 term)	9.0%	5.5%	Above
2022/23 (3 term)	9.0%	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 (2 term)	24.7%	13.3%	Above
2023/24 (3 term)	32.3%	14.6%	Above
2022/23 (3 term)	28.9%	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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