

Wellesbourne Community Primary School

Address: Abbotsford Road, Liverpool, Merseyside, L11 5BA

Unique reference number (URN): 133329

Inspection report: 24 February 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 

Pupils achieve well. They develop a secure grasp of the knowledge that they need in reading, writing and mathematics. This is reflected in published test results, which shows that pupils attain close to or above national averages. This includes pupils who are disadvantaged, who typically attain above levels achieved by their peers nationally. However, some pupils do not attain as highly as they could in mathematics by the end of Year 6. They do not have enough opportunities to practise and apply what they learn to deepen their understanding.

Pupils have a secure body of knowledge across a range of subjects. They make steady progress from their initial starting points. Pupils are ready for their next steps in learning. Most pupils can confidently recall their previous learning, though some have particular gaps and misconceptions in their knowledge. Staff ensure that most gaps in learning close quickly. Pupils take pride in their work and largely develop their writing skills successfully. However, some of the errors and mistakes that they make in their written work, including in spelling, punctuation and grammar, continue over time.

Curriculum and teaching

Expected standard 

Leaders have ensured that the curriculum is broad, balanced and well ordered towards ambitious end points. Leaders continue to refine the curriculum to ensure that it supports pupils to develop important knowledge effectively. Effective phonics teaching gives pupils a secure base on which to read and write fluently and to access the wider curriculum.

Teachers have secure subject knowledge. They use clear explanations to teach new concepts. Teachers provide pupils with opportunities to revisit earlier learning and subject-specific vocabulary. This helps pupils to build on what they already know and develop their understanding across the curriculum. Teachers generally put in place appropriate adaptations and well-matched tasks. However, at times, teachers do not provide pupils with enough opportunities to practise, apply and deepen their knowledge. This is particularly the case in mathematics, where pupils could achieve more highly than they do.

Teachers generally use their checks on pupils' learning well to identify gaps in their knowledge. This enables teachers to adapt future curriculum content and to provide targeted support for pupils with gaps in their knowledge to catch up quickly. This is largely effective. However, the checks that teachers make do not consistently or precisely identify some of the mistakes that pupils make in their writing. As a result, some of these errors persist over time.

Early years

Expected standard 

Leaders have designed the early years curriculum well to provide children with a secure start. They have chosen high-quality books and specific vocabulary to foster a love of reading and develop children's communication and language skills. Staff teach the phonics programme well in the Reception Year. Children learn how to read with increasing fluency

and accuracy. Leaders identify, and put in place, clear steps to support children's early writing skills.

Children settle quickly as soon as they start in the Nursery Year. Partnerships with parents are prioritised. Nurturing and caring relationships with staff help children to feel secure. Routines are well established, and children follow these successfully. For the most part, staff engage children in high-quality and skilful interactions to further their speaking and thinking skills. They check children's learning carefully to ensure that activities build on what they already know and can do. Staff provide specific support to help children who need additional practice.

Children show resilience, independence and enthusiasm during their play. They progress well across the curriculum and develop the knowledge that they will need for later learning. As a result, children are well prepared for moving up to key stage 1.

Inclusion

Expected standard 

Leaders are rightly proud of their inclusive approach, which focuses on what is best for all pupils. They use effective systems to identify and assess pupils' needs swiftly and accurately, including for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Consistent approaches to teaching ensure that pupils with SEND learn well alongside their peers. Leaders work closely with families and external agencies to understand and meet pupils' additional needs. However, some pupils miss out on learning and other experiences because their attendance is too low.

Leaders have taken purposeful steps to support pupils who need help to catch up with their classmates. This typically enables these pupils to learn well and to reduce gaps in their knowledge and skills. Leaders use additional funding effectively to support pupils' learning and wellbeing. They regularly check that their actions are making a positive difference. However, some checks on learning do not identify certain gaps in pupils' knowledge, so these remain.

Leaders provide staff with professional learning that develops their understanding of how to support pupils effectively. A clear step-by-step approach helps staff to remove barriers to pupils' learning and wellbeing. Leaders put in place adaptations such as adjusted timetables, small-group work and support for a smooth start to the day. These adaptations help pupils to settle and build secure relationships.

Leadership and governance

Expected standard 

Leaders have a thorough understanding of the school's strengths and areas to further develop. They know pupils well and take actions that are firmly in pupils' best interests, especially for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Leaders want pupils to belong and thrive at school. Their steps are proportionate and focused on the aspects that will make the most difference to pupils' success. For example, they have placed a sharp emphasis on securing pupils' knowledge in their basic skills of reading, writing and mathematics. Leaders know that they need to continue to focus on their work with parents to secure sustained improvements to pupils' levels of attendance.

Governors are committed to the school. They are knowledgeable and use their expertise to support and challenge leaders across all aspects of their work effectively. Governors ensure that statutory duties, including in safeguarding and finance, are fulfilled appropriately. They work with leaders to make use of advice from external agencies, including school improvement partners and specialists in English and SEND.

Staff know that leaders genuinely prioritise their workload and wellbeing. This helps them to feel supported, trusted and valued in work. Leaders provide staff with a range of high-quality professional learning opportunities to further develop their knowledge and skills. This enables them to fulfil their roles well.

Personal development and wellbeing

Expected standard 

Leaders provide well for pupils' broader development. They have designed a personal development programme tailored to the school's context. Leaders make sure that pupils have equal access to the range of opportunities that they offer, especially disadvantaged pupils and those with special educational needs and/or disabilities. Following this well-designed approach, pupils are typically well prepared for life in the society in which they live.

This is a school that places care for pupils at its centre. Leaders and staff prioritise pupils' wellbeing and pastoral needs. Pupils 'check-in' each morning so that staff can be alert to how they are feeling and address any arising issues. Pupils who need additional support for their wellbeing are afforded sensitive and personal approaches, including calming activities and wellbeing walks.

Pupils make a positive contribution to the life of the school. They take on a range of leadership roles, such as being school councillors, play leaders and reading ambassadors. These roles help to develop pupils' social skills. Staff encourage pupils to develop their talents and interests. They provide a variety of free clubs at lunchtime and after school, including in games, chess, arts, yoga and darts. Leaders monitor pupils' participation in these activities to ensure that pupils benefit fully.

Pupils develop the knowledge that they need to be safe outside of school. For example, specialist visitors to the school teach pupils about a range of important topics, such as crime and how to stay safe while using the internet. Pupils know how to keep themselves physically and mentally healthy. They learn about healthy relationships and how their bodies change over time.

Pupils have a broad understanding of fundamental British values. They enjoy an annual debating club, where they learn how to respectfully discuss different topics and consider the opinions of others. Pupils also help to fundraise for charities.

Needs attention

Attendance and behaviour

Needs attention 

Over time, attendance has been a particular barrier for a considerable number of pupils. While many pupils attend school regularly, overall attendance is below national averages and persistent absence for some pupils remains high. Leaders understand the reasons for pupils' absence and have appropriate strategies in place, including working with external agencies and engaging with parents and carers. However, the impact of this work has not secured the necessary improvements in attendance swiftly enough to address these longstanding issues. Too many pupils miss out on their learning and the wider experiences that the school offers.

Pupils' behaviour around the school is orderly and respectful. This contributes to a calm environment. Typically, pupils engage well during lessons and have positive attitudes towards their learning. They are well mannered and polite towards their peers and staff. Some pupils say that name-calling happens from time to time, though staff address any issues of bullying or unkindness promptly. Staff broadly apply behaviour policies effectively to support pupils' positive behaviour. New playground rules are helping to reinforce consistent expectations at social times. Pupils understand the school's values. They are motivated to earn 'wellies' for their efforts to exchange for rewards in the school's shop.

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

Staff care deeply about pupils at this school. This helps pupils to feel safe and secure. They are confident that staff will support them promptly if they have any concerns, including around bullying. Pupils typically behave well across the school. They follow the school's values and understand why these are important. Pupils respect the differences that exist between themselves and other people.

Leaders and staff have high aspirations for what pupils can achieve. Pupils rise to these expectations and typically have positive attitudes towards their learning. Children in the early years get off to a sound start in their early education. Pupils learn how to read with increasing fluency and accuracy. Leaders focus sharply on helping pupils to secure important knowledge in reading, writing and mathematics. Pupils achieve well across the curriculum, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND). This prepares them well for their next steps in learning.

Leaders identify and typically address any barriers that pupils face to their learning and wellbeing successfully. This is particularly the case for pupils with SEND. As a result, these pupils learn well alongside their peers in class. However, while pupils know the importance of attending school, too many do not attend as regularly as they should.

Pupils benefit from a wide range of rich experiences that broaden their horizons and prepare them well for life in modern Britain. They enjoy trips to museums, zoos, local parks and places further afield. These visits enrich pupils' learning of the curriculum and their understanding of the world around them. Staff nurture pupils' musical talents through expert

teaching. They provide pupils with opportunities to sing in the school's choir and to learn how to play musical instruments.

Next steps

- Leaders should ensure that their attendance strategy and continued work with parents and carers is having the intended impact on raising pupils' levels of attendance and reducing persistent absences, taking further timely action when needed.
 - Leaders should support staff to use their checks on pupils' learning more precisely to identify errors and misconceptions in pupils' written work and knowledge, so that these are addressed swiftly.
 - Leaders should ensure that pupils have sufficient opportunities to practise, apply and deepen their learning, particularly in mathematics.
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About this inspection

The chair of the board of governors in this school is Carl Gilberston.

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.

Inspection activities:

Inspectors spoke with the headteacher, deputy headteacher, several other leaders and staff during the inspection. The lead inspector met with representatives of the governing body. Discussions also took place with the school's improvement partner and a representative of the local authority.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Since the last inspection, a new headteacher and a new deputy headteacher have been appointed.

Headteacher: Nicola Ryan

Lead inspector:

David Lobodzinski, His Majesty's Inspector

Team inspectors:

Nicky Parkinson, Ofsted Inspector

Andrew Marlow, 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 February 2026

School and pupil context

Total pupils

386

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)

57.46%

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

2.33%

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

14.77%

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	67%	61%	Close to average
2024/25 (revised)	73%	62%	Above
2023/24 (final)	68%	61%	Close to average
2022/23 (final)	59%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	74%	Close to average
2024/25 (revised)	83%	75%	Above
2023/24 (final)	74%	74%	Close to average
2022/23 (final)	67%	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	78%	72%	Above
2024/25 (revised)	79%	72%	Above
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	78%	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	78%	73%	Close to average
2024/25 (revised)	81%	74%	Close to average
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	73%	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	60%	46%	Above
2024/25 (revised)	68%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	58%	46%	Above
2022/23 (final)	56%	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	70%	62%	Above
2024/25 (revised)	81%	63%	Above
2023/24 (final)	65%	62%	Close to average
2022/23 (final)	67%	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	72%	59%	Above
2024/25 (revised)	74%	59%	Above
2023/24 (final)	71%	58%	Above
2022/23 (final)	72%	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	71%	60%	Above
2024/25 (revised)	74%	61%	Above
2023/24 (final)	71%	59%	Close to average
2022/23 (final)	69%	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	60%	68%	-7 pp
2024/25 (revised)	68%	69%	-1 pp
2023/24 (final)	58%	67%	-9 pp
2022/23 (final)	56%	66%	-11 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	70%	80%	-9 pp
2024/25 (revised)	81%	81%	0 pp
2023/24 (final)	65%	80%	-15 pp
2022/23 (final)	67%	78%	-12 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	72%	78%	-5 pp
2024/25 (revised)	74%	78%	-4 pp
2023/24 (final)	71%	78%	-7 pp
2022/23 (final)	72%	77%	-5 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	71%	80%	-8 pp
2024/25 (revised)	74%	81%	-6 pp
2023/24 (final)	71%	79%	-8 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	69%	79%	-10 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)	6.1%	5.2%	Above
2023/24 (3 term)	7.1%	5.5%	Above
2022/23 (3 term)	7.9%	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)	17.9%	13.3%	Above
2023/24 (3 term)	22.5%	14.6%	Above
2022/23 (3 term)	27.9%	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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