

# Stockton Wood Community Primary School

Address: 23 All Saints Road, Speke, Liverpool, Merseyside, L24 3TF

Unique reference number (URN): 133338

## 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.

## Strong standard ●

### Personal development and wellbeing

Strong standard ●

Leaders and staff skilfully tailor the school's personal, social and health education programme to the needs of children. For example, they respond swiftly and effectively to pressing issues, such as online bullying when needed. Pupils have detailed knowledge and understanding of fundamental British values, such as individual liberty and democracy. They can explain what these mean and how they experience them in school. They also develop a secure understanding of world religions and the importance of being tolerant of others' beliefs. Leaders ensure that pupils encounter a range of cultures, faiths and beliefs through events, such as Black History Month and Chinese New Year.

The school provides highly effective pastoral support for pupils. Pupils know and use strategies to support their wellbeing. The relationships and health education programme is effective. Pupils understand healthy relationships and peer pressure. They are confident and resilient. Pupils learn to stay safe, including online. They discuss issues such as relationships with maturity and respect, demonstrating an understanding of different types of families. Pupils make links between the school's values and British values. They are well prepared for life in modern Britain.

The school provides a comprehensive programme of enrichment activities to enhance the curriculum. Pupils enjoy trips to museums and zoos. They join a range of after-school activities to develop their talents and interests. Leaders ensure that these opportunities are accessible for all pupils regardless of their needs.

Leaders provide a range of opportunities to support pupils' development into adulthood. For example, the school's work to develop financial literacy and an understanding of banking through a saving system is highly effective. Pupils take on roles as cashiers and keep careful logs of all accounts held, overseen by the school bursar. Through this, pupils also learn the benefits of volunteering their time. Older pupils also take on responsibilities as librarians or play leaders.

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## Expected standard ●

### Achievement

Expected standard ●

Published outcomes at the end of Year 6 show a rising trend over a 3 year period, albeit from a low starting point. In 2025, the proportion of pupils reaching the expected standard in reading, writing and mathematics was broadly average. The proportion of disadvantaged pupils who reach these expectations is improving. The proportion of Year 4 pupils reaching the expected standard in multiplication tables is also rising.

Across the school, achievement in writing is not as strong as in reading. Leaders know this and have prioritised the development of writing this year. However, as pupils move into key stage 2, teachers generally address gaps or misconceptions and pupils show improvement in their writing skills.

Phonics outcomes are consistently close to average. Generally, pupils demonstrate a secure foundational knowledge, particularly in early reading and mathematics.

Across subjects, pupils typically develop appropriate knowledge. They are well prepared for secondary school.

## **Attendance and behaviour**

**Expected standard** 

Pupils' attendance is broadly in line with the national average. Leaders work successfully with families to reduce levels of persistent absence. Leaders have robust processes in place to follow up on any unexplained absence from school and to challenge any unnecessary absence. Staff make sure that pupils who join the school with a history of very poor attendance in previous settings settle quickly. As a result, their attendance improves rapidly.

In class and around school, pupils conduct themselves well. They are unfailingly polite and courteous, they hold doors open and use their good manners well. Attitudes to learning are consistently positive. Routines and expectations are well established, including in early years, so no learning time is lost. The school is calm and orderly.

Leaders' high expectations for behaviour are clearly set out. The behaviour system is well understood by staff, who apply it consistently. Positive behaviour is celebrated through a range of rewards. Some pupils with specific needs benefit from personalised approaches. Over time, their behaviour improves, sometimes significantly. Leaders ensure that there are careful transitions to secondary school for those who have previously needed support to manage their behaviour. Any incidents of harassment and bullying are taken seriously and dealt with effectively by staff.

## **Curriculum and teaching**

**Expected standard** 

The curriculum is carefully designed and generally taught as leaders intend. Across the school, leaders identify accurately and clearly what is working well and what could be improved.

Teachers have subject expertise across the curriculum. They design appropriate activities to engage pupils in their learning. Teachers enable pupils to revisit and embed their key skills, particularly in reading. Where handwriting is explicitly taught, and correctly modelled, pupils learn to write fluently. However, there is sometimes insufficient focus on the correct formation of letters, and where they should appear on a line. This is sometimes not picked up on by staff and errors remain.

In all subjects, the curriculum clearly sets out what pupils need to learn. Knowledge is well sequenced. Pupils' work shows that, on the whole, lesson activities contribute well to learning. Pupils demonstrate secure knowledge in most subjects. For example, in history, pupils understand the concept of 'invasion' and explain the motivation of different peoples to invade. However, occasionally misconceptions are not spotted and addressed promptly.

Leaders and teachers typically adapt teaching successfully to cater for the needs of pupils, including those with special educational needs and/or disabilities or those who are disadvantaged.

## Early years

Expected standard 

The early years curriculum is appropriate and ambitious. Positive relationships with adults support children's personal and social development right from the start. Staff ensure that children who have barriers to their learning are well supported to access the same ambitious curriculum as their peers. Leaders and staff work effectively with parents and carers to ensure that children's needs are understood.

Basic routines are well embedded in early years. Children enjoy their learning with some showing sustained concentration to their task. Children interact appropriately with each other. Leaders have an accurate understanding of what is working well and which areas could be strengthened.

The teaching of reading is prioritised and staff deliver phonics sessions effectively. Leaders encourage a love of reading through animated story telling. Children in early years are well understood and their needs are met. Children are engaged in meaningful and carefully planned activities that link to current learning. Adults model appropriate grammatically correct language to children and give clear instructions. However, they do not consistently use their questioning to deepen children's thinking or extend their vocabulary.

Leaders ensure that children move successfully to Year 1. Children who need extra help get bespoke support to ensure that their transition is successful.

## Inclusion

Expected standard 

Pupils' needs are identified accurately because staff understand them, their families and the context in which they live. Leaders use additional funding well to ensure that vulnerable pupils' needs are met. Pupils who need support, benefit from personalised plans that help to overcome barriers to achievement and provide them with wider opportunities. Pupils with sensory needs, or who need help to manage their emotions, benefit from strategies that meet these needs well and enable them to access their learning. Pupils who need support with their academic work receive extra help in class or in small groups. Leaders check the effectiveness of this support and identify accurately whether it is working well. They check on pupils' progress and adapt provision, when needed, to maximise pupils' access to the curriculum. Staff get the right training to put leaders' plans in place well.

The school works closely with parents and carers, and other agencies to ensure that pupils' needs are well understood by all involved. Pupils who attend alternative provision return successfully to Stockton Wood as a result of effective working between partners.

## Leadership and governance

Expected standard 

Leaders develop positive working relationships with families. This engenders trust and enables the school to support pupils well, particularly those who are disadvantaged or have

challenges to their learning and wellbeing. Leaders know their families and their contexts well. They work effectively to support families, consistently acting in pupils' best interests.

Leaders accurately identify the school's strengths and areas for development. They focus on the right priorities and secure improvements effectively. Leaders have high expectations for pupils' achievement.

Governors know the school well. They support the school to allocate resources effectively. For example, recent investment has ensured that the school is bright and welcoming. Leaders have also secured a wide range of outdoor activities, which ensure that pupils are active during breaktimes. Governors use informal events to get to know staff and their areas of responsibility well. This helps them to better understand the work of the school and ask more pertinent questions of leaders. Leaders and governors take staff workload and wellbeing seriously. Changes made to support staff's work-life balance have been well received.

Leaders and governors welcome input from external professionals, who provide advice and support on a range of matters. Leaders set strategic priorities and gain an accurate view of the school's effectiveness.

Leaders take effective action, when staff need additional support or training. The professional development programme for staff is robust. Staff have opportunities to develop their skills. Staff feel valued, they appreciate that time for their development is given high priority by leaders.

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

Pupils enjoy coming to this school. They develop warm and trusting relationships with adults and feel safe and secure. Pupils who experience barriers to their wellbeing, are disadvantaged or have special educational needs and/or disabilities are welcomed and understood. Leaders recognise the importance of working closely with families and engaging with the wider community.

Pupils conduct themselves well in lessons and around the school. They are courteous and respectful. They enjoy playing with their friends and make good use of the very wide range of activities available at breaktimes. Bullying or unkind behaviour is rare, and staff deal with it effectively when it occurs. Pupils celebrate achievements together and work hard in lessons. Most pupils attend school regularly. Leaders work closely with families to secure improvements in attendance when needed.

Pupils progress well through the curriculum, building up their knowledge and skills across subjects. The proportion of pupils reaching expected levels in reading, writing and mathematics by the end of Year 6 has increased year on year.

Pupils develop a secure understanding of key values, such as democracy and individual liberty. They learn about the risks they may face in the wider community and how to protect themselves from these. They have opportunities to practise skills that they will need in later life. For example, they learn financial literacy skills through saving money in the school

bank, learning about interest rates and customer service as older pupils act as cashiers. Pupils are well prepared for secondary school.

Leaders make sure that all pupils can access the wider experiences offered, such as trips to museums, sports activities and residential visits. Pupils take their leadership responsibilities seriously, acting as effective role models for others as librarians, play leaders or school council members.

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## Next steps

- Leaders should ensure that gaps in pupils' foundational knowledge, especially in writing, are swiftly and securely closed. They should ensure that strategies used to secure this foundational knowledge are consistent and effective, leading to published outcomes that continue to improve year on year.
  - Leaders should ensure that teaching across subjects is of consistently high quality so that pupils, including those who face barriers to their learning, gain detailed knowledge and skills across subjects.
  - Leaders should ensure that their work to secure high-quality interactions between adults and children in the early years is embedded. They should ensure that these interactions consistently extend pupils' vocabulary and that questioning enables children to think deeply.
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## About this inspection

The chair of the board of governors in this school is Richard Finch.

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, deputy headteacher and other school leaders. They spoke with a range of staff and pupils. They spoke to some parents and carers. They also met with a group of governors and held conversations with a representative of the local authority and the school improvement partner.

The inspectors confirmed the following information about the school:

The school makes use of one registered alternative provision.

Headteacher: Justine Clovis

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**Lead inspector:**

Gaynor Roberts, Ofsted Inspector

**Team inspectors:**

Liz Davidson, Ofsted Inspector

Cleo Cunningham, 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**

**367**

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**

**382**

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)**

**46.78%**

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**

**2.72%**

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**

**17.98%**

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 | 50%         | 61%              | Below                          |
| 2024/25 (revised)     | 57%         | 62%              | Close to average               |
| 2023/24 (final)       | 50%         | 61%              | Below                          |
| 2022/23 (final)       | 43%         | 60%              | Below                          |

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 | 60%         | 74%              | Below                          |
| 2024/25 (revised)     | 64%         | 75%              | Below                          |
| 2023/24 (final)       | 63%         | 74%              | Below                          |
| 2022/23 (final)       | 52%         | 73%              | Below                          |

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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 71%         | 72%              | Close to average               |
| <b>2024/25 (revised)</b>     | 70%         | 72%              | Close to average               |
| <b>2023/24 (final)</b>       | 72%         | 72%              | Close to average               |
| <b>2022/23 (final)</b>       | 70%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 69%         | 73%              | Close to average               |
| <b>2024/25 (revised)</b>     | 68%         | 74%              | Close to average               |
| <b>2023/24 (final)</b>       | 70%         | 73%              | Close to average               |
| <b>2022/23 (final)</b>       | 68%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 46%         | 46%              | Close to average               |
| <b>2024/25 (revised)</b>     | 52%         | 47%              | Close to average               |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 47%         | 46%              | Close to average               |
| 2022/23 (final) | 38%         | 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 | 57%         | 62%              | Close to average               |
| 2024/25 (revised)     | 59%         | 63%              | Close to average               |
| 2023/24 (final)       | 60%         | 62%              | Close to average               |
| 2022/23 (final)       | 54%         | 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 | 66%         | 59%              | Close to average               |
| 2024/25 (revised)     | 62%         | 59%              | Close to average               |
| 2023/24 (final)       | 80%         | 58%              | Above                          |
| 2022/23 (final)       | 62%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 60%         | 60%              | Close to average               |
| <b>2024/25 (revised)</b>     | 59%         | 61%              | Close to average               |
| <b>2023/24 (final)</b>       | 53%         | 59%              | Close to average               |
| <b>2022/23 (final)</b>       | 65%         | 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 46%         | 68%                              | -22 pp                  |
| <b>2024/25 (revised)</b>     | 52%         | 69%                              | -17 pp                  |
| <b>2023/24 (final)</b>       | 47%         | 67%                              | -21 pp                  |
| <b>2022/23 (final)</b>       | 38%         | 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 57%         | 80%                              | -22 pp                  |
| <b>2024/25 (revised)</b>     | 59%         | 81%                              | -22 pp                  |
| <b>2023/24 (final)</b>       | 60%         | 80%                              | -20 pp                  |
| <b>2022/23 (final)</b>       | 54%         | 78%                              | -24 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 66%         | 78%                              | -12 pp                  |
| <b>2024/25 (revised)</b>     | 62%         | 78%                              | -16 pp                  |
| <b>2023/24 (final)</b>       | 80%         | 78%                              | 2 pp                    |
| <b>2022/23 (final)</b>       | 62%         | 77%                              | -16 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 60%         | 80%                              | -20 pp                  |
| <b>2024/25 (revised)</b>     | 59%         | 81%                              | -22 pp                  |
| <b>2023/24 (final)</b>       | 53%         | 79%                              | -26 pp                  |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 65%         | 79%                              | -14 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) | 5.5%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 5.5%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 5.5%        | 5.9%             | Close to average               |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 14.7%       | 13.3%            | Close to average               |
| 2023/24 (3 term) | 15.1%       | 14.6%            | Close to average               |
| 2022/23 (3 term) | 14.8%       | 16.2%            | Close to average               |

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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