

Blueberry Park

Address: Ackers Hall Avenue, Liverpool, Merseyside, L14 2DY

Unique reference number (URN): 133691

Inspection report: 17 March 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

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the curriculum. They have rightly identified aspects of the curriculum that were in need of improvement and addressed these effectively. For example, changes to the mathematics curriculum have led to improvements in pupils' fluency and number knowledge. Additionally, refinements to the English curriculum are increasingly supporting staff to better develop pupils' writing. Leaders have made sure that the school's phonics programme, which has been strengthened since the last inspection, is securely embedded. This is now taught particularly well.

Leaders have designed a broad and ambitious curriculum. From the early years to Year 6, subjects are coherently sequenced, helping pupils to build their knowledge over time. Teachers know their pupils and any additional barriers to learning they may have. Typically, pupils with special educational needs and/or disabilities access the same ambitious curriculum as their peers. Teachers scaffold work and provide resources so that pupils understand concepts effectively. Teachers check pupils' understanding and generally use this information well to inform next steps. However, where some subject curriculums are newer, some teachers are still developing teaching strategies to best deliver new learning. At times, this limits some pupils from building a deeper and more secure learning of important subject content.

Early years

Expected standard 

Children get off to a great start in the early years. The school has a well-sequenced curriculum that covers all the required areas of learning. Leaders have an accurate picture of children's precise starting points whether they join in the Nursery or Reception Year. This is because of highly effective partnerships with parents and carers that support a smooth transition from the outset.

Leaders use their knowledge of any barriers to children's learning to design purposeful activities and provide highly effective support for those who need it. They structure activities and design teaching to enable children to overcome any academic, social or physical barriers. For example, creating lollipops from play dough supports gaps identified to strengthen children's physical skills. Activities to learn how to cut using scissors support children's hand-eye coordination and grip. Additionally, the 'home corner' encourages children's imaginative play, supporting them to explore ideas, practise language and learn to share. Pupils learn well in this environment because of the quality of the learning opportunities and meaningful interactions with adults.

The school's provision for 3-year-olds is matched well to the children's developmental needs. Teachers immerse children in vocabulary when they regularly hear songs, rhymes and stories. As children move into the Reception Year, they begin to learn phonics. Staff teach this well. As a result, children make secure progress through the phonics programme. This contributes to them being well prepared for Year 1.

Inclusion

Expected standard 

The school is a highly inclusive environment. Leaders have created an oasis for pupils where all pupils, no matter their barriers to learning, feel welcome. This ensures that pupils can play a full and valued part in school life.

Many pupils join the school at different times. Leaders use the detailed information they have about pupils to support their academic and personal development. Staff identify pupils' needs, including those with special educational needs and/or disabilities (SEND), quickly and accurately. Where needed, staff work in partnership with families, therapists and external partners to provide the personalised support that pupils need. This means that the school has a full picture of pupils' needs, including for those pupils known, or previously known, to social care.

Leaders regularly check how well pupils are progressing through the curriculum. They review the impact of the support pupils receive and make timely adjustments, so that pupils are well supported. Staff use their training to support pupils with SEND. This includes the use of pupil information to identify adaptations to help each pupil. Most pupils with SEND learn alongside their peers because of this.

Leaders have a thorough knowledge of their disadvantaged pupils and the barriers they face. They make effective use of additional funding and other resources to remove barriers to learning and wellbeing.

Leadership and governance

Expected standard 

Leaders have acted decisively to raise expectations of what pupils can achieve. The swift actions they take to raise standards reflect their vision and are in the best interests of pupils. Leaders have prioritised the right areas quickly, especially improving behaviour and attendance routines and the curriculum. Leaders have successfully harnessed staff support, and there is collective determination to continue to build on the recent rapid gains. However, more work is needed to ensure that teaching reflects the ambition for all pupils, including those who are disadvantaged, to achieve highly.

Leaders have an accurate understanding of the school's strengths and areas that need to improve. They have developed robust systems that provide an accurate oversight of the school's work. Leaders work constructively with the local authority and other improvement partners to review the school's performance and to identify areas for development.

Governors understand their roles and responsibilities. They provide leaders with appropriate challenge and support and are well equipped with a range of skills that benefit the school.

Leaders know their school and the community it serves well. Increasingly, leaders make purposeful links with families of pupils, such as those who have recently arrived in the country or those who may face additional vulnerabilities. This is helping to better inform the school's work and support these pupils.

Leaders have brought much-needed stability to the school. This has bolstered staff morale. Staff feel invested in, for example through the comprehensive programme of professional

learning they have received to support them to do their jobs well. Staff are proud to work at the school. They appreciate leaders' efforts to look after their wellbeing and workload.

Personal development and wellbeing

Expected standard 

The school has prioritised building a community where everyone belongs and has a voice. Pupils, including those who are disadvantaged, value highly the school's work to ensure that they have access to a broad range of experiences. These are coherently planned and carefully designed to enhance pupils' learning, develop their character and promote self-confidence. For example, pupils have benefited from recent visits to an outdoor activity centre and museums about glass and the Second World War. Leaders ensure that disadvantaged pupils benefit from the school's wider enrichment offer. They ensure that all pupils access and participate in opportunities, for instance educational outings and the forthcoming Year 6 residential visit.

The school's personal development programme is well mapped out, linking important topics in the taught curriculum with thoughtfully selected additional activities to help bring learning to life. For example, pupils enhance their learning about equality, diversity and respect for other cultures through a workshop with a local anti-racism charity. Pupils learn important lessons that prepare them well for life in modern Britain. Typically, they develop an understanding of key topics, including how to keep themselves physically and mentally healthy and safe when working or playing online. Pupils regularly learn about other faiths and perspectives through a vibrant assembly programme. Leaders have designed a range of opportunities to promote pupils' understanding of the fundamental British values through both the taught curriculum and pupils' positive contributions to school life.

Pupils are active citizens in their school and wider community. They relish the leadership roles on offer and use these to make a tangible difference to the school environment. For example, school councillors have helped design the new playground. Other opportunities, such as the 'eco committee' or being a school prefect also help pupils contribute positively to improving and looking after the school community.

Needs attention

Achievement

Needs attention 

Over time, the standards achieved by pupils in national tests have been well below those of other pupils nationally. While these are starting to improve, particularly for some groups of pupils, too many pupils do not achieve well enough. In contrast, children in the early years quickly secure the knowledge they need to be ready for a successful transition into Year 1.

Historically, the curriculum did not sufficiently address pupils' gaps in knowledge in reading, writing and mathematics. Leaders are taking appropriate steps to address these weaknesses, but these are recent improvements to the curriculum and teaching and they will take time to appear in the school's published test results.

Leaders rightly focus on support for pupils who have not yet secured early knowledge in reading, writing and mathematics. Pupils' identified needs inform the targeted interventions that are in place. In the main, pupils develop accurate letter formation, starting with the correct pencil hold. However, for some pupils, more work is needed to help them to secure accuracy and fluency in their handwriting, particularly as they move up the school.

Attendance and behaviour

Needs attention 

Over the last 3 years, the school's absence and persistent absence rates have remained high. This means that too many pupils are missing school and that overall attendance is below the national average. Recently, improving attendance has become a high priority. Leaders have built capacity in the attendance team. They have strengthened their work to include greater engagement with families and closer tracking of patterns of absence. Although this work has not had time to show impact in published attendance data, the recent reduction in persistent absence rates shows some green shoots of improvement.

Pupils are polite and well mannered. They behave well in lessons. Pupils are respectful to each other and their teachers. Everyone understands the importance of following the school rules and routines. Outside, pupils play happily, simply wanting to be with their friends. Older pupils act as role models to younger pupils. Typically, children in the early years listen attentively and engage in their learning. Leaders have cultivated a positive school culture where, increasingly, pupils want to be here and enjoy coming to school. Staff deal with any concerns, such as unkind name-calling, swiftly and effectively.

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

Blueberry Park is a warm and friendly place in which to learn. Pupils know that they are looked after by kind staff who know them well. Pupils who are new to the school and those with special educational needs and/or disabilities (SEND) are supported to settle quickly into school life. From the early years onwards, staff establish routines and expectations that support pupils to feel happy and safe in the school.

Leaders have high aspirations for pupils' achievement. However, pupils do not achieve as well as they should. This is because, over time, pupils have not benefited from learning that builds their knowledge securely, particularly in reading, writing and mathematics. Leaders have acted quickly to identify what needs to improve and have taken robust action to strengthen the curriculum. They have ensured that staff receive training to deliver learning well. Across the school, the work in pupils' books and their knowledge of the curriculum show that leaders' actions are starting to have a positive impact.

Typically, pupils' behaviour is calm and settled. They contribute to lessons with enthusiasm and show good manners and respect. Pupils warmly welcome visitors to their school. Occasionally, bullying happens, but when it does, teachers deal with it effectively. Over time, the school has not prioritised pupils' attendance as highly as it has recently. This means that overall absence and persistent absence rates are too high. Leaders have made this a high priority more recently, leading to improvements.

Pupils relish the wider opportunities the school provides. Leaders remove any barriers that might prevent pupils from accessing the school's extra-curricular offer. Pupils take part in many trips, clubs and activities that broaden their horizons. Pupils, particularly those who are disadvantaged or those with SEND, value taking part in activities they may not otherwise experience, such as canoeing, cookery and trips to Chester Zoo.

Next steps

- Leaders should ensure that, across subjects, teaching reflects high expectations for all pupils to achieve their potential.
 - Leaders should continue to develop teachers' expertise so that they can confidently use a range of teaching strategies to help pupils build their knowledge securely and deeply.
 - Leaders should ensure that pupils secure the necessary accuracy and fluency in handwriting in readiness for their future learning.
 - Leaders should continue their work to improve pupils' attendance and reduce rates of persistent absence, so that all pupils, including those who are disadvantaged, benefit from regular attendance and full access to the curriculum.
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About this inspection

The chair of the board of governors in this school is Martin Walwyn.

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 senior leaders, including the special educational needs coordinator and the designated safeguarding lead, during the inspection. Inspectors also spoke with a representative of the local authority and a group of governors, including the chair of governors.

The inspectors confirmed the following information about the school:

The school makes use of one alternative provision.

The school has appointed a new headteacher and a new deputy headteacher since the previous inspection.

Headteacher: Ruth Lancaster

Lead inspector:

Kate Bowker, His Majesty's Inspector

Team inspectors:

Claire Marrin, Ofsted Inspector

Neil Le Feuvre, 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 17 March 2026

School and pupil context

Total pupils

361

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)

51.88%

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

4.43%

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

17.17%

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	37%	61%	Below
2024/25 (revised)	45%	62%	Below
2023/24 (final)	37%	61%	Below
2022/23 (final)	29%	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	59%	74%	Below
2024/25 (revised)	67%	75%	Below
2023/24 (final)	57%	74%	Below
2022/23 (final)	54%	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
Latest 3 year average	48%	72%	Below
2024/25 (revised)	61%	72%	Below
2023/24 (final)	45%	72%	Below
2022/23 (final)	38%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	73%	Below
2024/25 (revised)	59%	74%	Below
2023/24 (final)	57%	73%	Below
2022/23 (final)	58%	73%	Below

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	32%	46%	Below
2024/25 (revised)	38%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	35%	46%	Close to average
2022/23 (final)	23%	44%	Below

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	56%	62%	Close to average
2024/25 (revised)	66%	63%	Close to average
2023/24 (final)	56%	62%	Close to average
2022/23 (final)	47%	60%	Below

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	44%	59%	Below
2024/25 (revised)	55%	59%	Close to average
2023/24 (final)	44%	58%	Below
2022/23 (final)	33%	58%	Below

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	51%	60%	Below
2024/25 (revised)	48%	61%	Below
2023/24 (final)	56%	59%	Close to average
2022/23 (final)	47%	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	32%	68%	-35 pp
2024/25 (revised)	38%	69%	-31 pp
2023/24 (final)	35%	67%	-32 pp
2022/23 (final)	23%	66%	-43 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	56%	80%	-24 pp
2024/25 (revised)	66%	81%	-15 pp
2023/24 (final)	56%	80%	-24 pp
2022/23 (final)	47%	78%	-32 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	44%	78%	-34 pp
2024/25 (revised)	55%	78%	-23 pp
2023/24 (final)	44%	78%	-34 pp
2022/23 (final)	33%	77%	-44 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	51%	80%	-29 pp
2024/25 (revised)	48%	81%	-32 pp
2023/24 (final)	56%	79%	-24 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	47%	79%	-33 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)	7.1%	5.2%	Above
2023/24 (3 term)	9.0%	5.5%	Above
2022/23 (3 term)	7.6%	5.9%	Above

Persistent absence

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

Year	This school	National average	Compared with national average
2024/25 (2 term)	23.8%	13.3%	Above
2023/24 (3 term)	29.7%	14.6%	Above
2022/23 (3 term)	25.5%	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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