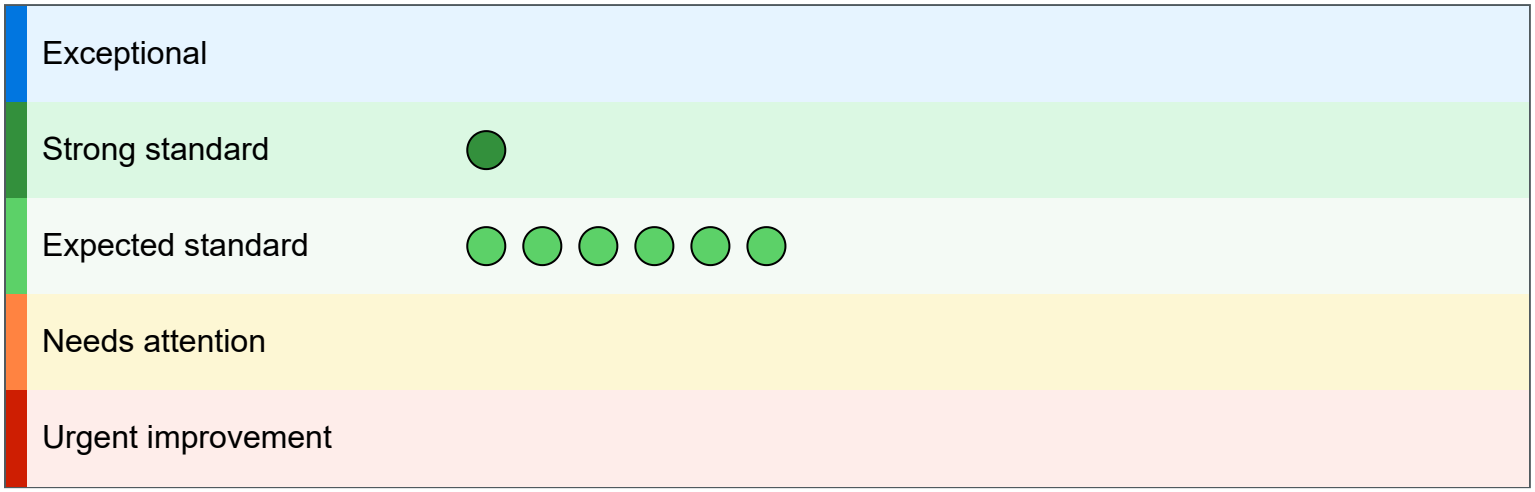
Knowsley Lane Primary School

Address: Astley Road, Huyton, Liverpool, Merseyside, L36 8DB

Unique reference number (URN): 141205

Inspection report: 16 June 2026



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

Early years

Strong standard

Early years is led well. Leaders have a clear vision for a nurturing provision that gives children a flying start. They check the quality of the provision carefully. This helps to ensure that practice is consistent and focused on children's needs. The curriculum is well sequenced. It supports children to build knowledge and skills step by step.

Teaching is purposeful. Staff's high-quality interactions with children extend their language and deepen thinking. Staff support learning through play and respond skilfully to children's interests. The indoor and outdoor environments are thoughtfully designed to promote curiosity and exploration. Children are highly engaged in their work. Activities such as potion-making and investigating snails help children to develop fine motor control in meaningful contexts. Children later utilise these skills as they learn to master pencil grip and how to form letters correctly.

Children, including those with special educational needs and/or disabilities, make good progress from their starting points. Staff support children's personal, social and emotional development well. In the Nursery class, children settle quickly, grow in confidence and develop positive attitudes to learning. Children are safe, happy and enjoy learning. By the end of Reception, they are very well prepared for Year 1.

Expected standard

Achievement

Expected standard

Pupils achieve well across the school. In national assessments for reading, writing and mathematics, results are typically in line with national averages. Disadvantaged pupils achieve particularly well and often do better than disadvantaged pupils nationally. Pupils are prepared well for the next stage of their education.

Most pupils secure key knowledge and skills in early reading and mathematics. Pupils with special educational needs and/or disabilities progress well from their starting points. Leaders' recent focus on handwriting is having a positive impact. While some older pupils still show inconsistencies in their writing accuracy, younger pupils form letters more accurately and with greater consistency.

In subjects where the curriculum is more established, pupils remember important content and use it in their work. In newer areas, pupils are still at an earlier stage of building this knowledge as the curriculum becomes embedded.

Attendance and behaviour

Expected standard

Leaders have effective oversight of behaviour and attendance. They use data to identify trends and respond to issues quickly. Their actions help most pupils to attend regularly and behave well. Since the last inspection, leaders have prioritised attendance. However, some

pupils still do not attend as often as they should. Overall, attendance remains below national figures. That said, attendance is improving, including for some groups of pupils and those who are absent most often. This is because leaders identify barriers to attendance and act upon them quickly. They use a wide range of strategies to support pupils and their families. Leaders' actions are having a positive impact.

Pupils behave very well. In lessons, they show positive attitudes and work hard. Around the school and at breaktimes, pupils move calmly and follow expectations. They play and learn well with others and show kindness and respect. Pupils say that they feel safe and know that staff deal with bullying swiftly. The curriculum teaches pupils that racism and other forms of discrimination are unacceptable. Staff challenge any unkind behaviour and deal with incidents effectively. Staff support pupils who need extra help to manage their behaviour. This helps pupils to stay focused on their learning.

Curriculum and teaching

Expected standard

Leaders maintain oversight of the curriculum and teaching. They have implemented subject curriculums that are ambitious and well designed. Each one sets out the key knowledge and skills that pupils need to learn. Leaders identify priorities for improvement and act upon them. They ensure that staff focus on teaching pupils the most important basic skills, such as phonics and becoming fluent at times tables. Recent work on handwriting has made teaching more precise and raised the expectations that staff have of pupils.

Leaders ensure that the intended curriculum is taught well. Typically, teaching is effective. Staff check what pupils already know before introducing a new concept. Key vocabulary is explained clearly. In most subjects, the curriculum is taught so that pupils remember what they have learned. However, in a small number of subjects, this is not the case. In these subjects, teaching does not always enable pupils to transfer what they learn to their long-term memory.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) typically learn alongside their peers. Staff take pupils' SEND plans into account and adapt activities so that pupils can access the curriculum and succeed.

Inclusion

Expected standard

Staff understand pupils as individuals and identify when additional support is needed. This enables pupils to feel safe, ready to learn and able to succeed. Pupils who need emotional support receive sensitive help from caring adults who build their trust over time. This includes pupils known, or previously known, to social care. Leaders make use of alternative provision and ensure that arrangements for this are suitable and safe. Leaders ensure that everyone feels included. For instance, they utilise additional funding to ensure that cost is not a barrier to disadvantaged pupils' participation in trips and visits.

Some pupils, including those with special educational needs and/or disabilities (SEND), need help to learn well. Staff identify pupils with SEND early. Leaders involve the local authority and other professionals to ensure that assessment of need is timely. Staff use this information to adapt activities so that pupils with SEND can learn alongside their classmates. This enables pupils with SEND to make progress from their starting points.

Leaders generally oversee additional support for learning. However, this is not consistent. At times, leaders do not monitor or evaluate the impact of out-of-class provision.

Leadership and governance

Expected standard

Leaders provide clear direction. They understand the school's strengths and identify appropriate priorities for improvement. This includes the involvement of subject leaders in driving continued development. Leaders act in the best interests of pupils. They respond promptly to safeguarding concerns. Pupils, including those known to social care, are safe and feel well supported. Leaders work effectively with external agencies to ensure timely support for vulnerable pupils.

Those responsible for governance are committed to their roles and meet their statutory duties. However, at times, the level of oversight and challenge does not fully support leaders in their work. This means that governors do not always hold leaders to account with sufficient rigour to ensure consistent improvement across all areas.

Leaders prioritise staff wellbeing and workload. They take steps to ensure that staff feel supported and that tasks are manageable. Professional learning is prioritised. Staff benefit from opportunities to develop their expertise. This supports the quality of education provided for pupils.

Leaders ensure high levels of parental engagement. They promote positive relationships with families and the wider community. Communication is effective and helps to build parent and carers' confidence in the school. This engagement supports pupils' learning and wellbeing and encourages a shared understanding of expectations and routines. Leaders demonstrate an understanding of the school's context and take appropriate actions to support positive outcomes for pupils. They review their work and make adjustments where needed to meet pupils' needs.

Personal development and wellbeing

Expected standard

Leaders have thought carefully about their approach to pupils' personal development and wellbeing. The curriculum for personal, social, health and economic education ensures that pupils are taught about important aspects such as emotional resilience, relationships and how to stay safe. Leaders regularly review the curriculum so that everyone is taught to understand the needs of pupils in the school's community. This helps pupils to better understand one another's similarities and differences. Visitors to school enhance the curriculum. For instance, coaches from a local football team teach sport and develop pupils' understanding of how to look after their mental wellbeing. Physical health is supported through the daily mile.

Pupils access a range of opportunities that support their personal growth. For example, participation in initiatives such as 'mini-medics' enables pupils to gain practical skills that they apply beyond the classroom, including within the local community. The school promotes citizenship. Pupils raise money for a charity to support those with cancer. In Year 5, pupils take part in a social action project. Pupils are tasked with organising the summer fair to fund resources for pupils with special educational needs and/or disabilities. This work teaches pupils the power of working together for the benefit of others.

Pupils' leadership roles are developing. The junior leadership team help to make the school a better place. The school council is made up of a representative from each year group from Year 1 to Year 6. Nominations, party speeches and manifestos take place annually so that pupils experience democracy in action. This supports their understanding of British values.

Leaders actively engage with parents and carers who take part in exercise and nutrition workshops alongside their children. Leaders build effective relationships between home and school. As a result, the ‘Knowsley Lane Family’ works together to support pupils to develop as caring and responsible young citizens.

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

Knowsley Lane Primary School aims to ensure that pupils are given 'roots and wings'. This aim starts in the early years, where nurturing staff help children to build secure foundations for future success. This includes building a wide vocabulary. Staff model language and take the time to explain new words. Children quickly learn the sounds and letters that they need to know to begin to read and write successfully. From the very start, parents and carers are warmly welcomed and staff recognise their important role as their child’s first teacher.

Pupils love to learn. They focus in class and want to do well. As pupils move through the school, staff ensure that they build their knowledge of reading, writing and mathematics. Pupils attain well in national tests. This is especially the case for disadvantaged pupils, who often achieve higher than similar pupils nationally. Pupils with special educational needs and/or disabilities make secure progress from their starting points.

Pupils behave very well. They understand staff’s high expectations and rise to them. If issues such as bullying arise, staff deal with them quickly. This helps pupils to feel safe. Attendance is below the national average but leaders identify the reason why some pupils are absent. As a result of leaders’ action, attendance is improving and remains a focus.

Pupils are included in daily school life and form secure relationships with staff and friends. They enjoy a range of experiences beyond lessons such as singing at the cathedral or attending an after-school club. Leaders ensure that pupils access opportunities that they might not otherwise have. Special events such as breakfast with Santa and the colour run help make school a joyful place where pupils build happy memories. By the end of Year 6, pupils are well equipped to move confidently on to secondary school. They are well prepared for the next stage in their education.

Next steps

- Leaders and governors should strengthen their oversight of the systems that support pupils, particularly those with special educational needs and/or disabilities (SEND) and those known to social care, to ensure consistent use and careful monitoring so that pupils achieve well and thrive.

- Leaders should continue to take effective action to improve pupils' attendance. They should ensure that these actions have a sustained impact, particularly for pupils with SEND, disadvantaged pupils and those who are absent most often.
- In some subjects, leaders should ensure that staff receive high-quality training so they can deliver the curriculum effectively and help pupils remember what they learn.
- Leaders should continue to strengthen the teaching of handwriting so that pupils in the early stages of writing develop secure habits and errors in older pupils' handwriting are identified and addressed.

About this inspection

This school is part of Vantage CE Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jill Messham, and overseen by a board of trustees, chaired by George Hayes.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the principal and other leaders during the inspection. They also spoke to members of the trust board, including the chair, and members of the local academy board.

The inspectors confirmed the following information about the school:

The school currently makes use of 1 unregistered alternative provision.

Principal: Linda Lord

Lead inspector:
Frith Murphy, His Majesty's Inspector

Team inspectors:
Neil Le Feuvre, Ofsted Inspector
Mark Ward, Ofsted Inspector
Michelle Forrest, 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 16 June 2026

School and pupil context

Total pupils

408
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)

54.31%
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

4.90%
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

12.75%
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	61%	61%	Close to average
2024/25 (final)	64%	62%	Close to average
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	61%	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	70%	74%	Close to average
2024/25 (final)	75%	75%	Close to average
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	64%	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	75%	72%	Close to average
2024/25 (final)	81%	72%	Above
2023/24 (final)	74%	72%	Close to average
2022/23 (final)	69%	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	72%	73%	Close to average
2024/25 (final)	86%	74%	Above
2023/24 (final)	60%	73%	Below
2022/23 (final)	72%	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	52%	46%	Close to average
2024/25 (final)	59%	47%	Close to average
2023/24 (final)	46%	46%	Close to average
2022/23 (final)	52%	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	66%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	77%	63%	Above
2023/24 (final)	65%	62%	Close to average
2022/23 (final)	57%	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	68%	59%	Above
2024/25 (final)	73%	59%	Above
2023/24 (final)	65%	58%	Close to average
2022/23 (final)	65%	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	62%	60%	Close to average
2024/25 (final)	77%	61%	Above
2023/24 (final)	46%	59%	Below
2022/23 (final)	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
Latest 3 year average	52%	68%	-16 pp
2024/25 (final)	59%	69%	-10 pp
2023/24 (final)	46%	67%	-21 pp
2022/23 (final)	52%	66%	-14 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	66%	80%	-13 pp
2024/25 (final)	77%	81%	-4 pp
2023/24 (final)	65%	80%	-14 pp
2022/23 (final)	57%	78%	-22 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	68%	78%	-10 pp
2024/25 (final)	73%	78%	-6 pp
2023/24 (final)	65%	78%	-12 pp
2022/23 (final)	65%	77%	-12 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	62%	80%	-18 pp
2024/25 (final)	77%	81%	-3 pp
2023/24 (final)	46%	79%	-33 pp
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 (3 term)	6.6%	5.2%	Above
2023/24 (3 term)	7.3%	5.5%	Above
2022/23 (3 term)	8.7%	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 (3 term)	21.2%	13.0%	Above
2023/24 (3 term)	25.4%	14.6%	Above
2022/23 (3 term)	31.4%	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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