

Egremont Primary School

Address: Church Street, Wallasey, Merseyside, CH44 8AF

Unique reference number (URN): 143502

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

Achievement

Expected standard 

Pupils achieve well across the curriculum. Pupils' published outcomes typically reflect this. Generally, pupils attain in line with national averages. Pupils' outcomes in mathematics reflect the school's clear focus on securing pupils' knowledge of number.

However, some pupils have gaps in their knowledge of handwriting, spelling and grammar. This is reflected in pupils' published outcomes, over time, in the grammar, punctuation and spelling test. These gaps are beginning to close for some pupils but persist for others. This means that some pupils find it hard to write accurately and fluently.

Pupils with special educational needs and/or disabilities, including those in the specially resourced provision, and disadvantaged pupils make suitable progress from their starting points. As a result, most pupils are well prepared for their next stage of education.

Attendance and behaviour

Expected standard 

Leaders have high expectations for attendance. Pupils understand the importance of coming to school every day. Leaders check absence carefully. They act quickly when pupils begin to attend school less regularly. Leaders understand the challenges that some families face. They use this understanding to provide sensitive support. As a result, most pupils attend school regularly and on time. This includes the most vulnerable pupils. Pupils who have previously struggled to attend school are now able to attend more frequently.

Staff build warm, positive relationships with pupils. This contributes to a calm and orderly environment across the school. Pupils follow clear routines. They respond well to the school's expectations for behaviour. Pupils show positive attitudes to learning in lessons and around the school. Pupils who need extra support with their behaviour receive careful, sensitive help from staff. This has helped to reduce suspensions, which are now below national levels. Pupils in the specially resourced provision work and socialise alongside their peers. Bullying or any discriminatory behaviour is rare and not tolerated.

Curriculum and teaching

Expected standard 

Leaders have designed an ambitious, broad and balanced curriculum. They sequence learning carefully so that pupils build security and depth in their knowledge over time. Teachers teach and revisit vocabulary across year groups. In science, for example, they teach the new words that pupils need before introducing new topics. This means pupils have the vocabulary they need when they meet new ideas. Leaders also prioritise reading across the school. This means pupils build their vocabulary and reading fluency over time.

Teachers have a secure knowledge of the subjects and ages they teach. This helps them to teach the curriculum well. They explain new ideas clearly. Teachers make appropriate adaptations so that pupils with special educational needs and/or disabilities can learn alongside their peers.

Leaders have acted to improve the teaching of handwriting, spelling and grammar across year groups. However, this is not consistent across the school. This means some pupils do not get the help that they need to close gaps in their knowledge of handwriting, spelling and grammar.

Early years

Expected standard 

The early years curriculum is ambitious and carefully planned. Talking and listening underpin children's learning across the curriculum. Adults teach and model vocabulary throughout the day. This means children learn new words as they play and work. Leaders know each child well. They act quickly when a child needs extra help.

Reading is prioritised from the start. Children learn the sounds that they need to read words accurately. They practise using books matched to the sounds they are learning. Children who require additional support receive timely guidance so that they can catch up quickly. As a result, most children read accurately and fluently by the time they leave Reception.

Interactions between adults and children are warm and purposeful. Adults use stories, songs and rhymes to help children develop their language. However, there are times when adults do not consistently make full use of their interactions with children. This means some children find it harder to build detailed knowledge. This is particularly the case for those who are disadvantaged.

Leaders work closely with parents and carers. This particularly helps 2-year-old children to settle into school life quickly. Adults spot any additional needs early and act without delay. As a result, most children are ready for Year 1.

Inclusion

Expected standard 

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) quickly and effectively. This begins when pupils join the school, including in the provision for 2-year-olds. The same clear approach applies when pupils join part-way through the year. This means pupils receive the right help without delay. Leaders seek advice from external professionals, including speech therapists, to make sure that pupils get the support that they need.

Leaders make thoughtful use of the additional funding to support disadvantaged pupils. For example, they have used this funding to train staff to develop pupils' spoken language skills. Disadvantaged pupils are able to speak with clarity and accuracy. They learn new vocabulary well.

Pupils with social, emotional and mental health needs access a suitable curriculum. Many attend the specially resourced provision for pupils with SEND (specially resourced provision). Staff use their expertise to help pupils manage their feelings and behaviour. This helps pupils to move successfully between the specially resourced provision and the mainstream classes. As a result, they take a full part in school life.

Leaders work with families to make sure that pupils get the right support. They make careful checks on this support. This means that pupils with SEND, including those in the specially

resourced provision, and disadvantaged pupils make suitable progress from their starting points.

Leadership and governance

Expected standard 

Leaders have an accurate and shared view of the school's strengths and areas for development. Their improvement priorities are clear and well sequenced. The school has seen significant changes in its leadership since the previous inspection. Despite this, those responsible for governance have sustained the quality of education offered by the school. The trust provides structured and responsive support. This gives leaders the capacity they need to drive improvements with confidence.

Leaders provide purposeful, subject-specific training for staff. This is improving the consistency of teaching across year groups and subjects. Leaders routinely consider the wellbeing and workload of staff when making decisions. As a result, staff feel valued and supported in their roles. They are proud to work at the school. On the whole, parents and carers recognise and welcome the improvements that leaders have made. This has strengthened the relationship between the school and its community.

Those responsible for governance fulfil their statutory duties diligently. Trustees and local governors have an accurate understanding of the school's performance. This helps them to hold leaders to account for the quality of education pupils receive. Those responsible for governance are increasing their focus on the outcomes of disadvantaged pupils across the trust. This is helping them to make sure that disadvantaged pupils get the support that they need.

Personal development and wellbeing

Expected standard 

Pupils develop a clear sense of right and wrong. They show kindness and respect towards one another and treat people fairly. Leaders from the trust have carefully planned pupils' character development programme across year groups. This equips pupils with the knowledge and experience they need to grow as confident individuals and caring citizens. Pupils appreciate taking on leadership roles, including as school councillors and eco champions. As a result, pupils develop a sense of responsibility and grow in confidence. Pupils reflect often on their own beliefs. They support local charities and community causes. This helps them to understand what it means to play an active role in society.

Pupils benefit from a personal, social, health and economic education programme that is carefully matched to their community's context. For example, pupils learn about water safety and how to keep themselves safe in their local area. This means pupils are able to recognise and respond to risks in their community. Pupils benefit from relationships and health education that is suited to their age and stage. This complies with statutory guidance. Pupils understand how to keep themselves safe online and offline. Mental health is woven throughout the curriculum. As a result, most pupils have the knowledge that they need to make safe choices in their daily lives. Leaders provide wide-ranging pastoral support. They are determined to secure the right support for families. This means that pupils who need extra help receive it quickly.

Pupils enjoy a wide range of enrichment opportunities. For example, they appreciate regular trips and visits, and working with authors. Leaders check carefully to make sure that no pupil misses out. Pupils are proud to represent their school in external competitions. This builds their confidence and resilience. As a result, pupils are well prepared for life in modern Britain.

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

Pupils enjoy learning at Egremont Primary School. They feel safe and valued. Staff know pupils well and respond with care when they have worries. Pupils with special educational needs and/or disabilities, including those in the specially resourced provision, take a full part in school life alongside their peers. Disadvantaged pupils grow in confidence as they learn to speak clearly and use new vocabulary. This helps them to belong and contribute fully to their school community.

Pupils behave well in lessons and around the school. They follow clear routines and show positive attitudes to their learning. Bullying or any discriminatory behaviour are rare and not tolerated. Pupils are confident that staff will deal with any concerns quickly. Most pupils attend school regularly and on time. This includes the most vulnerable pupils.

Children in the early years get off to a positive start. Adults build warm relationships with children and help them to develop their language and vocabulary. By the time pupils reach Year 6 they achieve well. They are prepared well for their next stage of education.

Pupils enjoy a wide range of enrichment opportunities. They appreciate visits to orchestral performances and trips to the theatre. Pupils also take part in clubs and competitions. These experiences develop their confidence and resilience. As a result, pupils are well prepared for life in modern Britain.

Next steps

- Leaders should make sure that teachers identify and rectify gaps and errors in pupils' handwriting, spelling and grammar so that pupils can write with increasing accuracy and fluency.
- Leaders should make sure that adults in the early years maximise their interactions with children, particularly those who are disadvantaged, so that they build detailed knowledge across the curriculum.

About this inspection

This school is part of Oak Trees Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Tony Lacey, and overseen by a board of trustees, chaired by Jane Owens.

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

Inspectors spoke with the headteacher, deputy headteacher and several other leaders, including the special educational needs coordinator, during the inspection. They also spoke to representatives from the trust leadership, including the CEO. The lead inspector spoke to the chair of the trustees and representatives of the local governing committee. Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school has a specially resourced provision for 36 pupils with special educational needs and/or disabilities aged between 4 and 11 years old. The specially resourced provision supports pupils with a social, emotional and mental health needs.

The school does not make use of any alternative provision.

A new headteacher has been appointed since the previous inspection.

Headteacher: Calvin Wilkinson

Lead inspector:

Mark Hazzard, His Majesty's Inspector

Team inspectors:

Valmai Roberts, Ofsted Inspector

Tony McCoy, 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

289

Close to average

What does this mean?

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

National average: 272

School capacity

399

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)

65.10%

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

12.80%

Well 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

27.34%

Well 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)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SEMH - Social, Emotional and Mental Health

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	61%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	52%	62%	Below
2023/24 (final)	60%	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	70%	74%	Close to average
2024/25 (revised)	64%	75%	Below
2023/24 (final)	76%	74%	Close to average
2022/23 (final)	70%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	72%	Close to average
2024/25 (revised)	64%	72%	Below
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	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
Latest 3 year average	72%	73%	Close to average
2024/25 (revised)	64%	74%	Below
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	75%	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	54%	46%	Close to average
2024/25 (revised)	45%	47%	Close to average
2023/24 (final)	55%	46%	Close to average
2022/23 (final)	62%	44%	Above

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
2024/25 (revised)	58%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	72%	62%	Close to average
2022/23 (final)	69%	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	65%	59%	Close to average
2024/25 (revised)	58%	59%	Close to average
2023/24 (final)	66%	58%	Close to average
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	68%	60%	Above
2024/25 (revised)	61%	61%	Close to average
2023/24 (final)	72%	59%	Above
2022/23 (final)	72%	59%	Above

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	54%	68%	-14 pp
2024/25 (revised)	45%	69%	-24 pp
2023/24 (final)	55%	67%	-12 pp
2022/23 (final)	62%	66%	-4 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%	-14 pp
2024/25 (revised)	58%	81%	-23 pp
2023/24 (final)	72%	80%	-7 pp
2022/23 (final)	69%	78%	-9 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	65%	78%	-13 pp
2024/25 (revised)	58%	78%	-21 pp
2023/24 (final)	66%	78%	-12 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	68%	80%	-12 pp
2024/25 (revised)	61%	81%	-20 pp
2023/24 (final)	72%	79%	-7 pp
2022/23 (final)	72%	79%	-7 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)	4.9%	5.2%	Close to average
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	6.0%	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)	16.1%	13.3%	Close to average
2023/24 (3 term)	16.8%	14.6%	Close to average
2022/23 (3 term)	15.2%	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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