

Greasby Junior School

Address: Mill Lane, Greasby, Wirral, Merseyside, CH49 3AR

Unique reference number (URN): 149538

Inspection report: 3 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.

Strong standard ●

Personal development and wellbeing

Strong standard ●

The school's programme for pupils' personal development is extensive and thoroughly considered. There is an acute emphasis on developing knowledgeable and responsible citizens who are well prepared to realise their ambitions and make a positive difference in their future lives.

Pupils talk confidently about keeping themselves safe, including when online. They know how to keep healthy, such as developing positive sleeping habits and maintaining a healthy diet. They understand how to accept defeat and resolve conflicts. Pupils gain a secure knowledge of fundamental British values and equalities, connecting this to structures and systems in school and in wider society. Pupils know their rights and know about discrimination. They value difference, learn about different family structures and are guided by a moral compass. Pupils exercise their understanding in many leadership roles and have a secure sense of what it means to make a positive contribution. Pupils learn about different careers and jobs and develop aspirations for the future. They value their education and the preparation needed to achieve their goals. Through the diverse role models they learn about, they see no limitations to their aspirations.

Numerous enriching opportunities help to develop pupils' character and cultural awareness. Pupils visit art galleries, museums and Roman Chester. They hear a live orchestra and take part in performances. Pupils talk excitedly about adventurous residential visits that help them to develop independence and teamwork skills and strengthen their friendships. Their confidence grows while challenging themselves on the high ropes. Year 6 pupils aim for the 'Stratagem' award for showing bravery and resilience throughout their time at Greasby. The vast array of clubs on offer means there is something to interest every pupil. Talents are nurtured in chess, cross-country, dance, craft, drama, science and archery, for example. Leaders tailor these opportunities to ensure that every pupil, including disadvantaged pupils, benefits.

Expected standard ●

Achievement

Expected standard ●

Overall, pupils are academically well prepared for secondary school. Pupils' work reflects their growing knowledge across the curriculum. Pupils can draw confidently on previous learning when they start new topics. Older pupils talk with confidence about what they have learned over time, making some sound connections between topics.

The achievement of Year 6 pupils in national tests is broadly close to average, with some strengths in reading and, recently, mathematics. Through effective support, gaps in pupils' reading or mathematics knowledge close quickly. Leaders have focused on improving pupils' outcomes in writing. While staff do not address gaps in writing consistently well, leaders' actions, such as a refresh of handwriting practice, are starting to have an impact. Pupils with special educational needs and/or disabilities and disadvantaged pupils make suitable

progress through the curriculum overall. Sometimes, however, teaching does not close knowledge gaps quickly enough. Some pupils do not learn the curriculum as successfully as they could.

Attendance and behaviour

Expected standard 

Leaders communicate the importance of regular attendance to pupils, families and staff effectively. Pupils understand the impact absence has on their learning. Leaders monitor attendance closely and staff play a supportive role in spotting any worrying patterns. Together, they identify barriers to attendance and provide sensitive support to help families make improvements. As a result, most pupils attend school regularly, better than pupils nationally. Disadvantaged pupils attend less regularly. Leaders' actions have led to some improvement for these pupils and a recent reduction in persistent absence. However, it is too early to see sustained improvement leading to disadvantaged pupils attending as regularly as their peers.

Due to a shared understanding of the school's values and high expectations, pupils' behaviour is calm and orderly. Relationships between pupils and staff are courteous and respectful, resulting in a positive culture. Staff support pupils effectively when pupils experience difficulties in managing their emotions or actions. Bullying and prejudicial behaviour are not tolerated. Staff address rare incidents swiftly. Mostly, pupils focus attentively on their learning, taking care with their work. The oldest pupils are excellent role models. However, some pupils do not demonstrate the same diligent attitude, and occasionally, this is not addressed by staff.

Curriculum and teaching

Expected standard 

Leaders have redesigned the curriculum so that it builds pupils' knowledge well in all subjects. The thoughtful organisation and sequencing of learning support pupils to make coherent links between different areas of knowledge. The curriculum emphasises pupils' learning of the core foundations in reading, writing and mathematics. Leaders recognise that the school's writing curriculum has not been delivered as effectively. They have recently made some changes that are in the early stages of being embedded.

Staff mainly deliver the curriculum well. They explain new concepts well and design appropriate learning activities. Teachers generally check pupils' understanding effectively, intervening quickly where pupils have misconceptions. Staff are knowledgeable and, in some places, demonstrate great expertise. Leaders recognise this and are providing support where there are some inconsistencies.

Largely, staff use strategies that enable pupils with special educational needs and/or disabilities to access the curriculum successfully. Additionally, staff provide effective extra support to address gaps in pupils' reading or multiplication knowledge. Occasionally, however, staff do not consider these gaps well enough when adapting learning in lessons. This makes it harder for some pupils to build on their knowledge successfully. Leaders are working with staff to improve how consistently teaching is adapted to meet pupils' needs.

Inclusion

Expected standard 

The school's commitment to ensuring pupils flourish personally and academically is a notable strength. Leaders provide clear systems and processes to identify vulnerable pupils and those who face barriers to learning when they start at the school. Leaders work closely with parents and carers and the infant school during the transition process to ensure this happens quickly. They work productively with external agencies to help assess needs accurately and put suitable support in place.

The trust provides access to training that develops the expertise of leaders and staff. Staff are particularly successful in supporting vulnerable pupils to access the broader aspects of school life and flourish personally. Largely, staff support pupils to succeed academically. However, leaders are developing how effectively staff adapt the curriculum and teaching across the school.

Recently, leaders strengthened their systems to monitor the progress of vulnerable pupils. Generally, they assess the impact of support, and staff review pupils' individual targets and support plans accordingly. However, sometimes this information is not analysed consistently to review the effectiveness of strategies, including the impact of additional funding to support disadvantaged pupils.

Leadership and governance

Expected standard 

School and trust leaders have a clear and ambitious vision for the school. They are committed to ensuring all pupils, including the most vulnerable, can thrive and achieve highly. Leaders have an accurate view of the school's strengths. They identify the right areas for development. The trust provides the right support and resources to make improvements. Leaders have successfully developed the curriculum and enhanced pupils' personal development. They understand the progress of their initiatives and recognise where work is still needed, such as the consistency of curriculum delivery or closer scrutiny of the impact of support for disadvantaged pupils.

The trust provides staff with access to high-quality professional learning. This programme is enhanced through opportunities for collaboration with other schools, organisations and professionals through the trust networks. Consequently, staff, including those new to the profession, feel confident and well equipped to carry out their work and make improvements. Staff are proud to work at the school. They feel supported with their workload and wellbeing.

Trust leaders and those responsible for governance collectively meet their statutory duties well and hold leaders to account. They receive a range of information and have a clear understanding of the school. They provide challenge and support to ensure the school continues to develop in the best interests of all pupils. Trust and school leaders value the engagement of parents and carers. The local governing committee supports this and actively seeks the views of parents. Most parents are highly complimentary of the school.

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

From the moment they first join, pupils are happy and proud to attend Greasby Junior School. It is a big moment for Year 3 pupils, but everyone supports them to settle quickly and learn the expectations of the school. Whenever new pupils join the school, they are welcomed warmly. Pupils attend well.

Pupils feel safe. They find great security in all the staff knowing them well individually and being watchful of their needs or worries. Pupils talk profusely about how kind and caring their teachers and other staff at the school are. The ways in which staff look after pupils' wellbeing are extensive, especially for those pupils who are most vulnerable or face barriers to their education.

Pupils develop a sound understanding of the school's important values of care, courtesy and consideration. They behave well and try their best to demonstrate these values as much as possible. The oldest pupils are impressive role models for the younger ones. As the values are so well understood, pupils rarely have to worry about unkind or bullying behaviour. Staff support pupils well to resolve any concerns swiftly.

Staff encourage pupils to become responsible citizens. Pupils develop a deep understanding of the importance of democracy, mutual respect and tolerance. They are keen to have an active role in the school community as house captains, tour guides, ambassadors or play leaders to put these values into action. Through the school council, pupils appreciate that they have a voice in the decision-making at the school.

Pupils are enthusiastic about learning the school's ambitious and carefully designed curriculum. Teachers make lessons interesting and generally accessible for pupils with barriers to learning. Pupils really enjoy reading and show great interest in the texts that teachers choose carefully to broaden their understanding of the world. Overall, pupils achieve well, especially with reading, leaving them well prepared for secondary school.

Next steps

- Leaders should ensure that rigorous monitoring of the progress of pupils with special educational needs and/or disabilities and disadvantaged pupils is used systematically and skilfully to adjust strategies for supporting these pupils so that they make sustained improvement in their progress and outcomes.
 - Leaders should ensure that staff deliver the curriculum consistently effectively. This includes implementing recent improvements to the writing curriculum and making effective adaptations so that pupils, including those with barriers to learning, close gaps and learn more successfully.
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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 His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the deputy headteacher, who was acting headteacher at the time of the inspection, and trust leaders.

The lead inspector met with members of the board of trustees and representatives of the local governing body. The lead inspector also met with the CEO and other trust leaders.

The inspectors confirmed the following information about the school:

The school joined the Oak Trees Multi Academy Trust in January 2023. This is the school's first inspection since then.

The school currently uses no alternative provision.

Headteacher: Emma Ball

Lead inspector:

Claire Stylianides, His Majesty's Inspector

Team inspectors:

Lise Houldsworth, Ofsted Inspector

Neil Johnson, His Majesty's 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 3 March 2026

School and pupil context

Total pupils

245

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

240

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)

11.02%

Below 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

17.96%

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 below 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%	
2024/25 (revised)	70%	62%	Close to average
2023/24 (final)	65%	61%	Close to average
2022/23		60%	

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		74%	
2024/25 (revised)	84%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23		73%	

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		72%	
2024/25 (revised)	75%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23		71%	

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		73%	
2024/25 (revised)	86%	74%	Above
2023/24 (final)	71%	73%	Close to average
2022/23		73%	

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		46%	
2024/25 (revised)	30%	47%	Below
2023/24 (final)	S	46%	S
2022/23		44%	

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		62%	
2024/25 (revised)	60%	63%	Close to average
2023/24 (final)	S	62%	S
2022/23		60%	

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		59%	
2024/25 (revised)	40%	59%	Below
2023/24 (final)	S	58%	S
2022/23		58%	

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		60%	
2024/25 (revised)	60%	61%	Close to average
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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		68%	
2024/25 (revised)	30%	69%	-39 pp
2023/24 (final)	S	67%	S
2022/23		66%	

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		80%	
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	S	80%	S
2022/23		78%	

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		78%	
2024/25 (revised)	40%	78%	-38 pp
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		77%	

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		80%	
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	4.2%	5.2%	Below
2023/24 (3 term)	4.2%	5.5%	Below
2022/23 (3 term)	3.8%	5.9%	Below

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)	7.7%	13.3%	Below
2023/24 (3 term)	6.5%	14.6%	Below
2022/23 (3 term)	3.6%	16.2%	Below

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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