

Inspection of Malvern Primary School

Willoughby Road, Huyton, Liverpool, Merseyside L14 6XA

Inspection dates:	1 and 2 April 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

This is a school where pupils flourish. The school's value of 'kindness' is lived out in every aspect of school life. Pupils enter school full of smiles and eager for the learning that each new day brings. They benefit from close relationships with staff, who know them and their families well. Pupils feel safe and happy here.

Pupils enjoy their learning and strive to meet the exceptionally high standards that the school has set for their achievement. As a result, pupils achieve remarkably well.

Behaviour in and around school is impeccable. Pupils are considerate of adults and each other. From the minute they come into Nursery, they are taught to be kind. Routines are well established, and this makes school a calm and purposeful place.

The school provides a vast array of opportunities that extend pupils' wider development. These opportunities are available to all pupils. From darts to archery, there is something for everyone. Sports feature highly in this offer and pupils are proud to represent the school in a myriad of sporting events. All are encouraged to become leaders in one of the many roles available to them. Pupils said that the school gives them the confidence to see that they could achieve above and beyond their own expectations.

What does the school do well and what does it need to do better?

The school has an exceptionally well-thought-out and carefully constructed curriculum. It precisely identifies the most important knowledge and when it should be taught. In some curriculum areas, for example in music and physical education, specialist teachers provide expert provision for pupils.

The school ensures that staff benefit from carefully considered and high-quality training. It has used educational research to inform its practice. Staff value this training and how it improves their teaching. It supports them to deliver the curriculum with expertise and select activities that enable pupils, including children in the early years, to learn exceptionally well. Over time, pupils develop a rich bank of knowledge that allows them to make connections within and between different subjects.

The provision for pupils with special educational needs and/or disabilities (SEND) is exceptional. Teachers implement precise adaptations to how they teach the curriculum to help pupils with SEND overcome barriers to learning. As a result, pupils with SEND flourish and contribute well to the wider life of the school.

The school places the highest priority on learning to read. The phonics programme is delivered expertly by trained staff. The books that pupils read carefully match the sounds that they know. As a result, pupils become fluent readers by the time they leave Year 2. This focus on embedding the foundational skills means that when pupils move into Year 3, they are ready to fly.

Older pupils talk enthusiastically about the books that they have read and the authors and poets they have met. They understand that reading is a key skill for life. The on-site library provision enables pupils and families to access a wide range of high-quality texts before and after the school day.

Pupils' attitudes to learning are excellent. They listen attentively in class, and little learning time is lost. They engage in learning enthusiastically, and the work they produce is of a very high standard. Pupils are encouraged to agree, challenge and build and understand that their views and opinions are heard.

The school has meticulously organised a wealth of purposeful experiences for pupils that extend far beyond the academic curriculum. Such activities are aligned to their interests and requests. This encourages pupils to pursue these interests outside school. The school's emphasis on pupils' wider development is exceptional. Pupils can articulately discuss and debate a wide range of issues affecting young people today. For example, the school has ensured that pupils understand that they have a voice and the right to form their own opinions. Pupils talked confidently about how the law protects people with different characteristics.

Pupils know how to keep themselves healthy, both physically and mentally. They also know how to act appropriately in order to keep themselves safe online. A wealth of leadership opportunities allows them to take on responsibilities and act as role models for younger pupils. Through such roles, they develop an understanding of commitment and integrity. They grasp teamwork and build their independence further on their residential trips. Pupils are well prepared for the next stage in their education.

Governors are clear about their strategic role and responsibilities. They fulfil their role with commitment and tenacity and monitor the school's continuous improvement closely. This enables those responsible for governance to hold the school to account for the quality of education that pupils receive. Staff are proud to work here. They value the considerations given to their workload and well-being when changes are introduced or decisions are made. The vast majority of parents and carers hold the school in the highest regard.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	104427
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10377893
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	464
Appropriate authority	The governing body
Chair of governing body	Claire Bland
Headteacher	Tony James
Website	www.malvernprimaryschool.co.uk
Dates of previous inspection	26 and 27 February 2020, under section 8 of the Education Act 2005.

Information about this school

- A new chair of governors has been appointed since the last inspection.
- The school does not make use of alternative provision.
- The school runs breakfast and after-school provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other members of staff. The lead inspector spoke with members of the governing body, including the chair of governors. She also spoke, by telephone, with a representative of the local authority.
- Inspectors conducted deep dives in these subjects: early reading, mathematics, art and design, music and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, considered samples of pupils' work and spoke to some pupils about their learning. The lead inspector listened to pupils from years 1 to 3 read to a familiar adult.
- Inspectors also scrutinised curriculum documents and samples of pupils' work in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour at various times of the school day. This included during lessons, as well as at playtime, lunchtime and at the before- and after-school provision.
- Inspectors met with pupils to ask about their experiences of school.
- Inspectors considered the views expressed by parents and carers in their responses to Ofsted Parent View, including the free-text comments. Inspectors spoke with parents as they brought their children to school at the start of the school day.
- Inspectors also took account of the responses to Ofsted's online questionnaires for staff and pupils.

Inspection team

Pat Speed, lead inspector

His Majesty's Inspector

Jane Holmes

Ofsted Inspector

Joanna Atherton

Ofsted Inspector

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