

Evelyn Community Primary School

Address: Evelyn Avenue, Prescot, Merseyside, L34 2SP

Unique reference number (URN): 104446

Inspection report: 23 June 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

Inclusion

Strong standard 

Leaders have an unrelenting commitment to reduce any barriers to pupils' learning or wellbeing. When pupils join the school, leaders quickly identify any barriers to learning. They build their knowledge of pupils' needs through positive relationships and accurate assessment checks. Leaders design thoughtful, targeted support to get pupils the help that they need. They act quickly to change any strategies that do not bring about the success needed. As a result, pupils with barriers to their learning and/or wellbeing thrive.

Leaders use highly effective, research-led strategies to support those pupils who are disadvantaged. For example, they provide additional funding so that pupils do not miss out on enriching visits. Furthermore, leaders provide sharply focused support to develop pupils' English and mathematical knowledge. Consequently, disadvantaged pupils achieve very well.

In response to a growing number of pupils with special educational needs and/or disabilities, leaders have strengthened staff's skills. They have worked with specialists to ensure that staff can provide the support that pupils need to succeed. For instance, staff work proactively and thoughtfully with pupils in one-to-one sessions or provide access to the sensory room. This support consistently benefits pupils who face barriers to their learning or wellbeing. In lessons, the impact of leaders' highly effective professional learning is seen through high-quality adaptations to learning that meet pupils' needs.

Expected standard

Achievement

Expected standard 

For the most part, pupils, including those with special educational needs and/or disabilities, achieve well. They achieve results that are consistently above national averages for reading and mathematics in the tests at the end of Year 6. Pupils achieve very well in the grammar, punctuation and spelling tests. As such, they are prepared effectively for the next stage of their learning.

However, the number of pupils who pass the phonics screening check in Year 1 has been below average. Leaders' timely actions have addressed this but this is not reflected in published outcomes. Pupils in lower key stage 2 and key stage 1 sometimes make errors in their writing that are not addressed quickly enough.

Pupils typically progress well through the wider curriculum. For example, in computing, pupils apply prior learning on coding to programme a model animal to move. In design technology, pupils learn how to make bread. As result of a balanced curriculum, pupils generally develop a breadth of appropriate knowledge.

Attendance and behaviour

Expected standard 

Leaders work with relentless focus and precision to improve pupils' attendance at school. As a result of this targeted work, pupils' attendance improves. The focus on rewards, along with leaders' tenacious and thoughtful approaches, brings about this success. Typically, pupils' attendance, including that of pupils with special educational needs and/or disabilities and those who are disadvantaged, is close to the national average. Leaders continue to improve attendance over time. For pupils who are persistently absent from school, leaders work effectively with families to identify and successfully resolve barriers to attendance. As a result, the number of pupils who are persistently absent from school decreases.

Leaders create a school in which pupils are well-mannered and full of kindness. Leaders use the school value of respect to ensure that pupils make the right choices for themselves and those around them. Pupils know that bullying is rare. The school does not accept unkind or discriminatory language. Pupils have full confidence in staff to resolve any concerns quickly and effectively. Pupils apply themselves keenly to their learning. Those who need additional support to stay focused on their learning receive help from specially trained staff. Consequently, they do not fall behind in their work.

Curriculum and teaching

Expected standard 

Leaders have worked effectively to strengthen the curriculum. As such, the curriculum is ordered logically. It builds knowledge over time. On the whole, teachers have secure subject knowledge. They use this effectively to present new information. Teachers usually choose learning activities carefully. They provide helpful examples that show pupils how to complete their work independently.

Typically, teachers make timely and appropriate checks on what pupils know and can do. This helps to address any misunderstandings. For those that struggle to understand new learning quickly, staff make positive use of a range of targeted support strategies. These include the use of adaptations such as pencil support grips, lecterns and visual aids. These supportive strategies mean that pupils successfully access their learning alongside their peers.

On the whole, teachers ensure that pupils have the reading and mathematical knowledge that they need to access current and future learning. However, despite improvements to phonics teaching, there remain some inconsistencies in how sounds are modelled. These hamper how quickly some pupils learn to read. Furthermore, some gaps in pupils' writing and punctuation knowledge are not addressed as quickly as they should be. Leaders have taken appropriate action to put this right.

Early years

Expected standard 

Children have positive relationships with the staff who support them in the early years. They are happy and safe. Leaders review and refine the curriculum in the early years. For example, they identify essential reading books for each year group. Children quickly become familiar with a range of texts. They enjoy reciting their favourite nursery rhymes. Typically, children have positive attitudes towards reading.

In most cases, leaders plan carefully what they want children to know. This is most notable in number work and phonics. However, in some areas of learning, leaders do not identify precisely the smaller building blocks of knowledge. This means that, on occasion, staff are less clear about what they want children to learn.

For the most part, leaders make effective checks of what children know and can do when they join the school. For example, they carry out home visits or visits to other settings. This supports children to make a positive start. Where children need additional support, staff typically provide it effectively. As a result, children make a positive start to their school career.

Leaders establish positive relationships with parents and carers. They share information about their children's progress. Leaders provide parents with guidance on phonics practice and toilet training, for example.

Leadership and governance

Expected standard 

Leaders, including those responsible for governance, have an accurate understanding of the school's strengths and areas for development. They take appropriate action to address aspects of their work that do not meet their high standards. For instance, they strengthen the curriculum and improve the delivery of phonics. This has a positive impact on pupils' achievement.

Governors share leaders' high ambitions for the school. They are accurately informed about what is going well and what could be improved. Governors are knowledgeable about safeguarding. They fulfil their statutory duties.

In the main, leaders establish positive relationships with parents and carers. For example, parents attend the targeted breakfast club for pupils with special educational needs and/or disabilities. At this club, parents seek advice from professionals. Parents appreciate the support and kindness that leaders show to their children.

Leaders work effectively with a range of external agencies. They work with speech and language therapists, counsellors and local businesses. These partnerships enrich the quality of learning and development for both staff and pupils.

Through a range of professional learning opportunities, leaders ensure that staff have the skills they need to carry out their roles. For example, staff appreciate the training they receive on adaptive teaching. This enables them to meet pupils' needs at school. Furthermore, staff feel listened to by leaders. They value the supportive and flexible approaches that leaders take to help them manage their time and workload. Staff are proud to work at the school.

Personal development and wellbeing

Expected standard 

Leaders design a coherent and considered programme of personal development and wellbeing. They continue to refine it. The 'student exit profile' enables pupils to develop emotionally, morally and socially. Pupils talk openly and maturely about how they are feeling. They trust staff to provide any help that they need. Staff support pupils well.

Leaders ensure that pupils learn about relationships in an age-appropriate way. Older pupils, for example, understand the important concept of consent. They know about healthy lifestyles and the changes that occur during puberty.

Pupils develop an understanding of the importance of treating everybody equally, regardless of difference. They are clear that everyone is welcome in their school. Pupils learn about different religions and cultural practices. This prepares pupils to make a positive contribution to modern Britain.

Leaders design a range of appropriate opportunities for pupils to develop interests and discover hidden talents. For example, pupils take part in dodgeball, sing in the choir and attend cinema club. For pupils who need additional opportunities to develop their independence skills, leaders run a weekly club in which pupils learn how to make a bed and stay safe in the community.

To help pupils learn about their futures and raise aspirations, leaders organise careers information events. For instance, pupils meet a range of local employers. Older pupils benefit from visits to local high schools. These activities prepare pupils well for their next steps.

Pupils are proud to give back to their school community. For example, some pupils are 'wise owls' who serve on the school council. Others act as playground friends who help ensure that younger pupils are not left out. Leaders value what pupils have to say. Pupils' ideas contribute to the attendance reward scheme, for example. These opportunities help pupils understand democracy and develop teamwork and communication skills.

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

Inclusion and kindness are notable features of this caring community primary school. Pupils arrive to school happily. They are welcomed by staff who know them well. Pupils know that they are safe and cared for by the adults in school. These positive relationships ensure that pupils attend school regularly.

Pupils welcome visitors to their school with a spontaneous and polite greeting. They look forward to the time that they get to spend with their friends and to learn new things. Pupils are confident and self-assured. During lessons, pupils' behaviour allows learning to flourish. At playtime, pupils interact kindly together. Bullying is rare. If it does take place, pupils are confident that staff will resolve any problems quickly and effectively.

Children in the early years are supported by staff who know them well. This helps to get each day off to a happy and settled start.

Pupils are prepared well for the next stage of their learning. Typically, pupils, including those who are disadvantaged, achieve very well in published outcomes. They achieve results which are above national averages in reading and mathematics. However, pupils have not achieved as well as they should in the phonics screening check in Year 1. Leaders have taken appropriate action to address this.

For those pupils who find learning new ideas difficult at times, staff successfully use adaptations such as visual prompts and modelled techniques. This supports them to learn the same curriculum as their peers.

Pupils develop leadership skills through their work on the school council, as part of the wise owl team or as house captains. 'Playground friends' support younger pupils to make friends so that nobody is left out. Pupils who join the school after the start of the academic year are assigned a buddy, which helps them to settle quickly.

Next steps

- Leaders should continue to strengthen the quality and consistency of phonics lessons so that pupils learn to read at an appropriate level in a timely manner.
 - Leaders should ensure that staff identify and address gaps in pupils' punctuation and handwriting promptly so that pupils, particularly those in key stage 1 and lower key stage 2, are better prepared for the next stage of their education.
 - Leaders should identify the specific knowledge that children in the early years need to learn so that they are ready for the key stage 1 curriculum.
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About this inspection

The chair of the board of governors in this school is Lesley Campbell-Hunter.

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 senior leaders, members of the governing body, including the chair of governors, and a representative from the local authority during the inspection. They also spoke with staff, pupils and parents.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Sandra Macleod

Lead inspector:

Neil Johnson, His Majesty's Inspector

Team inspectors:

Sarah Gower-Jones, Ofsted Inspector

Janette Walker, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 23 June 2026

School and pupil context

Total pupils

254

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

245

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)

23.91%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.72%

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

11.42%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support 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	71%	61%	Above
2024/25 (final)	79%	62%	Above
2023/24 (final)	72%	61%	Above
2022/23 (final)	63%	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	96%	74%	Above
2024/25 (final)	97%	75%	Above
2023/24 (final)	97%	74%	Above
2022/23 (final)	94%	73%	Above

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)	79%	72%	Above
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	71%	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	88%	73%	Above
2024/25 (final)	97%	74%	Above
2023/24 (final)	93%	73%	Above
2022/23 (final)	77%	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	61%	46%	Above
2024/25 (final)	43%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	86%	46%	Above
2022/23 (final)	S	44%	S

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	100%	62%	Above
2024/25 (final)	100%	63%	Above
2023/24 (final)	100%	62%	Above
2022/23 (final)	S	60%	S

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	61%	59%	Close to average
2024/25 (final)	43%	59%	Below
2023/24 (final)	86%	58%	Above
2022/23 (final)	S	58%	S

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	89%	60%	Above
2024/25 (final)	100%	61%	Above
2023/24 (final)	100%	59%	Above
2022/23 (final)	S	59%	S

‘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	61%	68%	-7 pp
2024/25 (final)	43%	69%	-26 pp
2023/24 (final)	86%	67%	18 pp
2022/23 (final)	S	66%	S

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	100%	80%	20 pp
2024/25 (final)	100%	81%	19 pp
2023/24 (final)	100%	80%	20 pp
2022/23 (final)	S	78%	S

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	61%	78%	-17 pp
2024/25 (final)	43%	78%	-35 pp
2023/24 (final)	86%	78%	8 pp
2022/23 (final)	S	77%	S

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	89%	80%	9 pp
2024/25 (final)	100%	81%	19 pp
2023/24 (final)	100%	79%	21 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘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 (3 term)	4.6%	5.2%	Close to average
2023/24 (3 term)	6.1%	5.5%	Close to average
2022/23 (3 term)	6.4%	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 (3 term)	12.3%	13.0%	Close to average
2023/24 (3 term)	19.8%	14.6%	Above
2022/23 (3 term)	17.1%	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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