

Grove Street Primary School

Address: Grove Street Primary School, Grove Street, New Ferry, Wirral, Merseyside, CH62 5BA

Unique reference number (URN): 105011

Inspection report: 22 September 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.

Exceptional

Early years

Exceptional 

Expert leaders have created an impressive early years provision where every child is known, valued and included. Communication, language and vocabulary are at the heart of the ambitious curriculum. Children benefit from a rich diet of stories, songs and nursery rhymes that broaden their vocabulary and develop their speaking and listening skills. Staff identify children's needs swiftly and make adaptations so that all children, including those with special educational needs and/or disabilities (SEND), experience success. Leaders track children's development rigorously and use detailed information to ensure highly effective support for those who need it. Children in early years in the specially resourced provision make highly positive progress from their individual starting points.

Staff deliver the curriculum with precision and care. Interactions between adults and children are exemplary. Reading is prioritised. Children learn phonics from the outset in Reception and quickly apply their knowledge to reading and writing. Staff use ambitious vocabulary, rich dialogue and skilful questioning to deepen children's understanding and extend their thinking. Language is modelled remarkably well, and every opportunity is taken to introduce and reinforce new vocabulary. As a result, children make gains in their communication and language skills. Across all areas of learning, children talk confidently using newly learned vocabulary.

Children behave well and feel safe and secure. From low starting points, children, including those with SEND and disadvantaged children, are especially well prepared for the challenges of Year 1.

Strong standard

Curriculum and teaching

Strong standard 

Leaders have developed a curriculum that ensures pupils' knowledge builds over time. The curriculum in the specially resourced provision for pupils with special educational needs and/or disabilities (SEND) has been carefully designed to ensure pupils' individual needs are met, while still having high expectations for academic learning.

Leaders provide staff with high-quality training and support. As a result, teachers have the subject knowledge to teach the curriculum consistently well. Leaders prioritise the building blocks in reading, writing and mathematics that pupils need to access other curriculum areas successfully.

Leaders and teachers closely track each pupil's progress through the curriculum to quickly identify gaps in learning. They use this knowledge to make informed decisions about how teaching and the curriculum can be further refined. For example, leaders have adapted the curriculum to place additional focus on developing pupils' mathematical language and vocabulary. Leaders provide timely support to pupils who need it, helping them to secure their understanding.

Teachers and leaders use their understanding of pupils and the curriculum to adapt it for disadvantaged pupils, pupils with SEND and those facing other barriers to learning or wellbeing. As a result, pupils overcome barriers to learning and access the curriculum alongside their peers.

Inclusion

Strong standard 

Leaders and staff quickly identify barriers to pupils' learning and wellbeing when they join the school. They use this information well to put effective support in place that enables pupils to access learning successfully. Teachers adjust the level of support pupils receive appropriately, helping them to participate fully in lessons and school life while developing greater independence.

Leaders have high expectations for pupils with special educational needs and/or disabilities (SEND). Pupils, including those who attend the specially resourced provision for pupils with SEND, benefit from an ambitious curriculum. Staff ensure that pupils move seamlessly between mainstream classes and the specially resourced provision for pupils with SEND when appropriate. This enables pupils to access specialist support while learning alongside their peers.

Leaders use extra funding for disadvantaged pupils effectively to help them overcome barriers to learning and wellbeing. Staff provide timely support for pupils with additional vulnerabilities, including those who are disadvantaged and those known to, or who have previously been known to, social care services. They work closely with external professionals and alternative provision to ensure that pupils receive the help they need. As a result, staff fully include pupils in school life, enabling them to make positive progress from their starting points.

Expected standard

Achievement

Expected standard 

Published data does not fully reflect the quality of education currently in place. Current pupils are achieving better than previous cohorts. Many pupils join the school with barriers to learning. Leaders have high expectations of what pupils can achieve. Many pupils develop the important skills they need in reading, writing and mathematics. They typically apply these successfully across the curriculum. Pupils in the lower school attain particularly well, reflecting the highly effective early years provision. Pupils with special educational needs and/or disabilities, including those in the specially resourced provision, make positive progress from their starting points. However, a small number of disadvantaged pupils do not secure the essential knowledge in reading, writing and mathematics that they need for later learning.

Over time, pupils typically develop a growing body of knowledge and build on prior learning. They recall previous learning and use it to tackle increasingly complex work. Pupils produce high-quality work across a range of subjects. They learn subject-specific vocabulary, such as

'tectonic plate', 'epicentre' and 'crust', which they use accurately when discussing earthquakes.

Pupils leave the school increasingly well prepared for the next stage of their education.

Attendance and behaviour

Expected standard 

Leaders are taking determined action to engage the school community and improve attendance. Attendance remains below the national average but is beginning to improve. Leaders carefully check attendance information to identify patterns and the causes of absence. They work effectively with external agencies and provide support for families to remove barriers to regular attendance. As a result, more pupils are attending school regularly.

Pupils are polite and well mannered in lessons and around school. They make positive contributions to lessons. Staff support pupils to establish these attitudes in the early years. Children follow familiar routines and are keen to share ideas. Staff do not tolerate bullying or unkind behaviour. Leaders deal with incidents swiftly when they occur to prevent them from persisting. Pupils enjoy engaging with a wide range of activities at social times. They play and interact well with each other. Staff make careful adaptations and use their training to help pupils stay calm and manage their feelings. Relationships between staff and pupils are warm, positive and respectful. This helps pupils to feel cared for and ready to learn.

Leadership and governance

Expected standard 

Leaders place pupils' best interests at the heart of their decision-making. They have a secure understanding of the school's performance and have accurately identified areas for further development. Leaders have implemented appropriate actions to address these priorities and monitor their effectiveness.

The school benefits from effective work with a range of external agencies. These partnerships provide valuable advice, support and challenge. They have contributed to the development of the specially resourced provision for pupils with special educational needs and/or disabilities (SEND) and the refinement of attendance processes. Leaders know pupils, families and the local community well. This helps them to respond effectively to local needs and ensure that support is targeted appropriately. Leaders have established effective relationships with parents and carers, as well as the wider community, who value the school's work and engage positively.

Leaders provide staff with appropriate professional development. Training is aligned with the school's priorities and supports ongoing improvement. Recent professional development has strengthened staff expertise in meeting the needs of pupils with SEND. Staff value the training and support they receive.

Governors are passionate about the school and fulfil their statutory duties effectively. They have a secure understanding of the school's strengths and priorities for improvement. Governors provide an appropriate balance of support and challenge, particularly in relation to attendance and attainment. They scrutinise the impact of additional funding for pupils with SEND and hold leaders to account for its use.

Leaders consider staff's workload and wellbeing when making decisions. Staff feel valued and supported, allowing them to focus their efforts on securing the best outcomes for pupils.

Personal development and wellbeing

Expected standard 

Leaders have developed a personal development programme that they underpin with a commitment to inclusion and opportunities for all. They are ambitious that every pupil accesses the opportunities available. Pupils' participation levels are high and carefully tracked. Leaders listen to pupils' views. This helps them adapt the school's offer so that everyone can take part.

The enrichment offer is broad and carefully planned. Pupils' interests are developed through a wide range of extra-curricular clubs covering sports, performing arts and practical activities. Pupils value these opportunities, such as board games, dance fitness and cooking. They develop leadership skills through a range of responsibilities and opportunities. Play leaders help pupils engage in playground games at breaktime and art ambassadors draw and paint with residents at a local care home. Educational trips have been selected to deepen pupils' learning and give them a wider view of the world. For example, the residential trip helps develop pupils' independence, resilience and social skills. Leaders raise pupils' aspirations through a careers programme. Visitors from a range of professions help pupils understand the opportunities available to them in the future and broaden their aspirations.

Teachers support pupils' spiritual, moral, social and cultural development well through the personal, social, health and economic education curriculum. It is designed for the school's context and adapted to teach pupils about local issues. Staff adapt it where needed for pupils with special educational needs and/or disabilities (SEND), including those in the specially resourced provision for pupils with SEND. Pupils learn how to keep themselves safe in different situations, including online and with regard to water and road safety. They also develop an understanding of healthy relationships and lifestyles. Pupils learn about democracy, tolerance and diversity. They develop respect for others, including those who are different from themselves, preparing them to be responsible citizens.

School staff provide effective pastoral support to pupils and their families when they need it. Leaders have built effective relationships with families, who feel supported and are confident in approaching the school for help when needed.

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

Pupils are proud to be part of this school. From the youngest children in Little Learners to the oldest pupils in Year 6, all show a sense of belonging to the school family. They feel safe, valued and well supported. Staff are guided by the school's vision, 'Every child deserves a champion.' Leaders and staff know pupils and families well. Pupils, particularly those who have barriers to their learning and/or wellbeing, are championed by a caring staff team. Pupils receive personalised support to reduce barriers to learning and wellbeing. This is alongside effective pastoral care that helps them thrive and strengthens their sense of belonging. Many pupils attend school regularly.

Children get off to an impressive start in the early years. They quickly learn how to speak confidently, listen with care and become enthusiastic learners. Across the school, pupils make progress through the curriculum and enjoy their learning. They proudly talk about their knowledge of history, science and other subjects.

Routines are well established and effective. Pupils behave very well in and around school. Staff provide extra help for those who need support to manage their emotions. At playtimes, pupils enjoy a wide range of activities and make use of the exciting equipment that is available to them. These opportunities help pupils to play cooperatively and form positive friendships. When bullying happens, staff take it seriously and deal with incidents quickly.

Pupils relish the opportunities to develop a sense of responsibility. Some are school councillors and help make sure that pupils' voices are heard by staff. Others are on the eco council and have raised awareness about important issues such as air pollution. Through these opportunities and wider experiences, pupils learn to contribute positively to their community and are well prepared for the next stage of their education.

Next steps

- Leaders should continue to reduce absence so that pupils benefit fully from the academic and social opportunities available to them.
 - Leaders should continue their work to improve pupils' attainment, particularly for disadvantaged pupils, in reading, writing and mathematics.
-

About this inspection

The chair of the board of governors in this school is Nicola Cornford.

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.

The inspection took place on 22 and 23 September 2026.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing board, as well as representatives of the local authority. Inspectors spoke with pupils, staff, parents and carers.

The inspectors confirmed the following information about the school:

The school includes provision for pupils with autistic spectrum disorder and social, emotional and mental health, for 46 pupils.

The school currently makes use of one alternative provision, which is unregistered.

Lead inspector:

Jonny Foster-Carr, His Majesty's Inspector

Team inspectors:

Maria McGarry, Ofsted Inspector

Valmai Roberts, 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 22 September 2026

School and pupil context

Total pupils

312

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: 268

School capacity

385

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)

60.51%

Well above average

What does this mean?

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

National average: 26.5%

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

10.90%

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: 4.1%

Pupils with special educational needs (SEN) support

46.79%

Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

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	48%	61%	Below
2024/25 (final)	30%	62%	Below
2023/24 (final)	46%	61%	Below
2022/23 (final)	66%	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	59%	74%	Below
2024/25 (final)	41%	75%	Below
2023/24 (final)	67%	74%	Below
2022/23 (final)	68%	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	65%	72%	Below
2024/25 (final)	51%	72%	Below
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	76%	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	51%	73%	Below
2024/25 (final)	38%	74%	Below
2023/24 (final)	46%	73%	Below
2022/23 (final)	68%	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	40%	46%	Close to average
2024/25 (final)	25%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	41%	46%	Close to average
2022/23 (final)	54%	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	52%	62%	Below
2024/25 (final)	39%	63%	Below
2023/24 (final)	62%	62%	Close to average
2022/23 (final)	54%	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	57%	59%	Close to average
2024/25 (final)	46%	59%	Below
2023/24 (final)	62%	58%	Close to average
2022/23 (final)	63%	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	42%	60%	Below
2024/25 (final)	32%	61%	Below
2023/24 (final)	41%	59%	Below
2022/23 (final)	54%	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	40%	68%	-28 pp
2024/25 (final)	25%	69%	-44 pp
2023/24 (final)	41%	67%	-26 pp
2022/23 (final)	54%	66%	-12 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	52%	80%	-28 pp
2024/25 (final)	39%	81%	-42 pp
2023/24 (final)	62%	80%	-18 pp
2022/23 (final)	54%	78%	-24 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	57%	78%	-21 pp
2024/25 (final)	46%	78%	-32 pp
2023/24 (final)	62%	78%	-16 pp
2022/23 (final)	63%	77%	-15 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	42%	80%	-38 pp
2024/25 (final)	32%	81%	-48 pp
2023/24 (final)	41%	79%	-38 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	54%	79%	-25 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)	9.9%	5.2%	Above
2023/24 (3 term)	9.6%	5.5%	Above
2022/23 (3 term)	9.1%	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)	31.3%	13.0%	Above
2023/24 (3 term)	30.0%	14.6%	Above
2022/23 (3 term)	30.5%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright