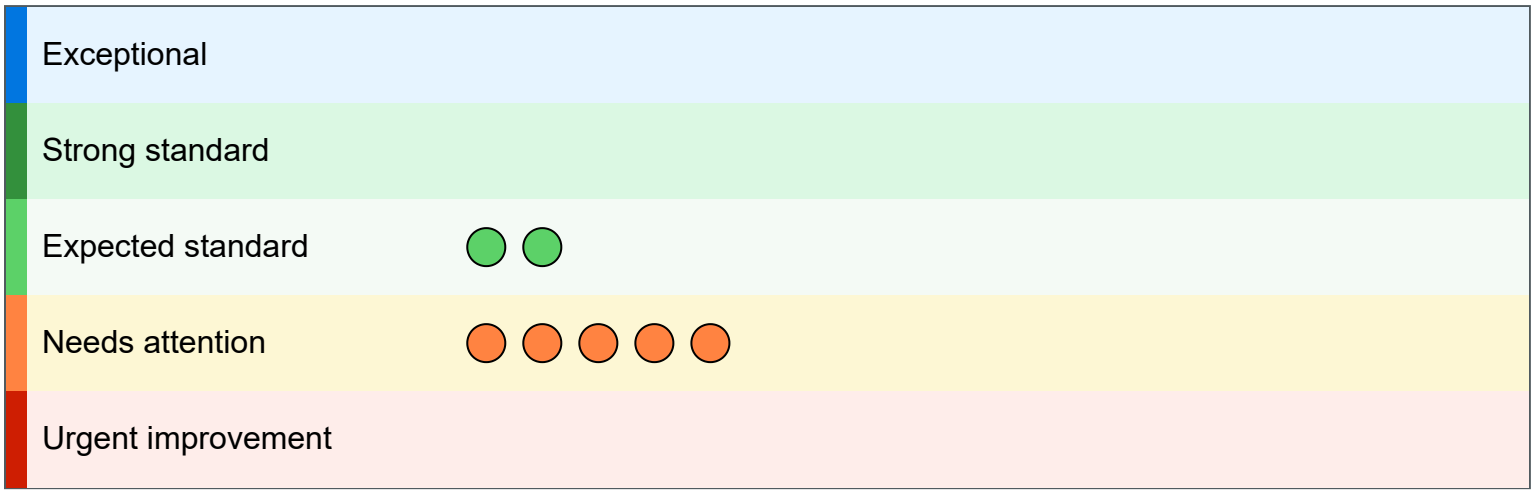
Lowton West Primary School

Address: Slag Lane, Lowton, Warrington, Cheshire, WA3 2ED

Unique reference number (URN): 106428

Inspection report: 13 October 2026



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

Attendance and behaviour

Expected standard

Leaders' successful work ensures that pupils attend school regularly. Attendance rates are above the national average, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders identify barriers to attendance early and work closely with families to understand the reasons behind absence. When pupils face difficulties in attending school, leaders provide targeted support to help them attend more consistently. Pupils' attendance rates improve as a result of leaders' actions.

Relationships between pupils are positive and contribute to the school's welcoming and orderly environment. Pupils are courteous and considerate of others. In lessons, they engage well with learning and show positive attitudes towards their work. From the early years onwards, leaders have established routines that help pupils to feel secure. Leaders have given careful attention to ensuring that pupils who need additional support with their behaviour receive it. As a result, pupils are successful in managing their emotions and maintaining their focus on learning. Bullying and unkind behaviour are not tolerated. Leaders deal with concerns promptly, helping pupils to feel safe at school.

Personal development and wellbeing

Expected standard

Pupils benefit from a well-designed personal, social, health and economic education curriculum and a range of opportunities that support their personal development. Pupils develop the knowledge and understanding they need to make informed decisions and grow as young citizens. Respectful relationships underpin daily life. Pupils learn about equality and diversity. They understand the importance of treating others fairly. They show consideration for people whose backgrounds, beliefs or experiences may differ from their own. Pupils know that trusted staff are available when they need support. Leaders ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities take part fully in school life.

Pupils learn how to keep themselves safe and healthy. They understand risks to their wellbeing, including when online. Older pupils learn basic first aid and know how to respond in different situations. They can explain the features of healthy relationships and recognise behaviours that are not acceptable. Older pupils develop an age-appropriate understanding of puberty and consent. They talk confidently about physical and mental health and know the strategies that can help them manage any worries that they might have.

Pupils develop an understanding of fundamental British values. They experience democracy through voting for school council representatives and understand the importance of respect and tolerance. Beyond the classroom, pupils contribute to the life of the school and the wider community through charitable activities and support for local food banks. A range of enrichment opportunities broaden pupils' experiences and interests. Leaders monitor participation and take action to ensure that all groups of pupils benefit. Pupils are well prepared for life beyond school in modern Britain.

Needs attention

Achievement

Needs attention

Pupils, including disadvantaged pupils, typically attain similarly to pupils nationally in published tests. However, some pupils, including some with special educational needs and/or disabilities (SEND), have gaps in their knowledge and struggle to recall the important things that they have been taught in some subjects. Where this is the case, pupils do not achieve as well as they should.

Leaders have begun to improve pupils' achievement in some subjects. As a result, pupils are developing their knowledge in these areas more securely and beginning to retain what they learn. Pupils talk about their learning with increasing confidence. Similarly, some pupils with SEND receive appropriate support and make progress through the curriculum that has been designed for them. However, over time, the gaps that some pupils have in their knowledge are not closing rapidly enough. This limits their achievement.

Curriculum and teaching

Needs attention

In some subjects, pupils benefit from a curriculum that helps them to build knowledge over time. However, this is not the case across all areas of learning. Leaders have recently renewed the curriculum. However, this is not consistently well taught. In some subjects, teachers do not design learning that builds securely on what pupils already know. Staff do not always identify and address misconceptions swiftly enough or adapt learning effectively for pupils who face barriers to success, including pupils with special educational needs and/or disabilities. As a result, some pupils do not develop their knowledge as securely as they should.

Leaders have recently strengthened some aspects of the curriculum. They acted quickly to improve the reading curriculum. They have ensured that staff have the knowledge and training they need to deliver it effectively. Leaders have introduced checks in English and mathematics to identify gaps in pupils' learning. Leaders have made sure that well-trained staff teach phonics consistently and effectively. In some subjects, pupils benefit from a curriculum that is well designed to help them to develop their knowledge over time.

Early years

Needs attention

Leaders do not ensure that the early years curriculum is designed carefully enough to help children build on the knowledge that they already have. Some activities that teachers provide do not support the intended learning as purposefully as they could. At times, teachers do not make learning clear enough or check children's understanding closely enough. This means that some children do not develop and secure their knowledge as well as they should so that they are fully prepared for their move into Year 1.

Leaders' recent work to improve the teaching of phonics is having a positive impact. Children benefit from effective teaching and quickly learn the sounds and letters they need to begin reading and writing. This helps them engage positively in the activities available to them. Well-established routines enable children to settle quickly and understand what is

expected. This creates a calm environment where they feel safe and secure. Staff know children well and build positive relationships that support their confidence and participation. Through their interactions, staff respond to children's interests and encourage them to take part in learning. Children with additional needs receive appropriate support and are included fully in classroom activities alongside their peers.

Inclusion

Needs attention

Leaders have recently taken steps to strengthen the approach to inclusion. However, many of these actions are at an early stage and it is too soon to see the impact of this work. The quality of support that pupils receive varies across the school. While staff sometimes adapt learning, this is not consistent enough. Some of the plans to support pupils with special educational needs and/or disabilities (SEND) lack ambition. They do not help teachers to know what steps they should take to help pupils learn well.

Leaders accurately identify the needs of disadvantaged pupils, pupils with SEND and pupils who are supported by a social worker. Leaders work with other professionals to reduce barriers to learning and to support pupils' welfare. Leaders utilise additional funding to support disadvantaged pupils' access to learning and access to the wider opportunities that the school offers. Some of the recent action by leaders has had impact. For instance, they have ensured that pupils' behaviour does not disrupt learning. Leaders have made sure that pupils with an education, health and care plan benefit from more tailored support.

Leadership and governance

Needs attention

Over time, leaders have not acted swiftly enough to improve the delivery of the curriculum and pupils' achievement. Some weaknesses in the school's work have not been resolved quickly enough.

Recently, leaders have taken positive steps to bring about change. They have used additional support and advice effectively so that they have an accurate view of the school's strengths and weaknesses. Leaders have successfully improved systems to support pupils' behaviour and have begun to improve the teaching of reading by building on successes in the teaching of phonics. In addition, leaders have improved the precision with which staff check pupils' knowledge in reading and mathematics. This work is gaining traction. Leaders ensure that staff receive appropriate professional development to sustain these recent improvements.

Leaders have developed productive links with the local community that enhance the experiences that pupils have. Leaders have established productive working relationships with parents and draw on external expertise to support pupils when necessary.

The governing body, alongside leaders, has begun to strengthen its oversight of work to improve the school. Governors are using their developing expertise to support and challenge leaders.

Staff are proud to be part of the school community, and appreciate the professional learning they receive and leaders' support for their wellbeing.

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

Pupils are proud to attend Lowton West Primary School. They enjoy coming to school each morning and feel well cared for by staff who know them well. Pupils feel safe. They know whom to speak to if they have a worry and trust staff to deal with concerns. The school's motto, 'Aiming High Together', encourages pupils to behave well. They treat others with respect and show kindness in their daily interactions. Pupils attend school regularly. Attendance rates are high.

In lessons, pupils are eager to learn. They present their work neatly and are beginning to develop positive learning habits from an early age. Pupils learn the sounds and letters that they need to begin to read and write. Some pupils recall important knowledge well. Others, including some children in the early years, find it hard to remember new learning or connect it to what they have learned before. Some pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, have gaps in their learning. Pupils' needs are identified accurately. However, some pupils' barriers to learning are not reduced well enough. Over time, leaders have not made sure that the curriculum helps pupils to reduce these gaps. While some pupils are ready for the next stage of their education, others are not as well prepared as they might be.

Beyond the academic curriculum, pupils take part in a range of clubs. These include judo, gardening and archery. Residential trips help pupils to develop independence and deepen friendships. Visits to local places of interest help pupils to further their learning in geography and history. Musical taster sessions enable pupils to explore their interests and pursue learning a musical instrument.

Pupils benefit from the opportunity to take on leadership roles. Roles such as school councillors, house captains and eco-councillors enable pupils to have their voices heard. Through the school's values of respect, resilience, kindness and confidence, pupils are supported to grow as confident individuals.

Next steps

- Leaders and governors should further strengthen their oversight of the priorities for improvement to check that changes lead to sustained improvement.
- Leaders should ensure that teaching consistently helps pupils to remember their learning and achieve well in all subjects.
- Leaders should make sure that teachers address gaps in pupils' learning consistently well so that they are able to build new knowledge securely.
- Leaders should ensure that staff adapt learning for pupils who need it so that these pupils achieve well.

- Leaders should refine the early years curriculum to ensure that activities are purposeful and build on children's prior learning.

About this inspection

The chair of the board of governors in this school is Gena Merrett.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 13 and 14 October 2026.

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 leaders, including the executive headteacher, the acting headteacher and the assistant headteachers during the inspection. In addition, an inspector spoke to members of the governing body, including the chair of governors.

The school currently uses no alternative provision.

Since the last inspection, there have been significant changes in leadership. At the time of the inspection, there was an acting headteacher who was supported by an executive headteacher.

Acting headteacher: Nina Gould

Lead inspector:
Frith Murphy, His Majesty's Inspector

Team inspectors:
Michelle Joyce, Ofsted Inspector
Sarah Barraclough, Ofsted Inspector
Cleone Cunningham, His Majesty's 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 13 October 2026

School and pupil context

Total pupils

428
Well above 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

420
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)

15.42%
Below 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

2.80%
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: 4.1%

Pupils with special educational needs (SEN) support

19.63%
Above average

What does this mean?

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

National average: 15%

Location deprivation

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	62%	Close to average
2023/24 (final)	70%	61%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	75%	Close to average
2023/24 (final)	88%	74%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	76%	72%	Close to average
2023/24 (final)	73%	72%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	82%	74%	Above
2023/24 (final)	89%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	53%	47%	Close to average
2023/24 (final)	56%	46%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	63%	Close to average
2023/24 (final)	83%	62%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	59%	Close to average
2023/24 (final)	67%	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	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	78%	59%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	53%	69%	-16 pp
2023/24 (final)	56%	67%	-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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	83%	80%	4 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	78%	-18 pp
2023/24 (final)	67%	78%	-11 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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	78%	79%	-2 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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
2025/26 (1 term)	4.4%	5.1%	Close to average
2024/25 (3 term)	4.4%	5.2%	Below
2023/24 (3 term)	5.1%	5.5%	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
2025/26 (1 term)	13.6%	14.4%	Close to average
2024/25 (3 term)	8.7%	13.0%	Below
2023/24 (3 term)	11.2%	14.6%	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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