

Inspection of Eccleston Lane Ends Primary School

Albany Avenue, Prescott, Merseyside L34 2QN

Inspection dates:	19 and 20 November 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since January 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils happily participate in all aspects of the life of this vibrant and nurturing school. They rise to the school's very high expectations of behaviour by conducting themselves impeccably, in lessons and at social times.

Pupils know that staff expect them to work very hard and achieve their best. They listen intently, follow instructions immediately and use every opportunity to learn. In the Reception Year, children quickly learn to choose appropriate activities and resources independently. As they move up the school, pupils develop increasing skills in independent study and in assessing and improving their own work. In all phases of the school, pupils make exceptional progress through the curriculum and achieve highly.

The school prepares pupils exceptionally well for the next stages in their education and future lives. From the early years, children learn about people whose lives are different from their own, including in culture and religion. As they move up the school, pupils show an increasing understanding of the diversity of modern Britain and celebrate it with enthusiasm. Pupils are proud of their leadership roles in the school. They undertake a wide range of responsibilities, such as being subject ambassadors who organise after-school clubs and activity days. In an increasingly mature way, pupils understand about healthy relationships and consent.

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

The school has developed a very ambitious and broad curriculum. This takes into account the local context and the learning needs of pupils. The curriculum flows seamlessly from the early years to the end of Year 6. Crystal-clear information ensures that staff know the precise order in which to present new learning. They use this information highly effectively to build on what pupils already know. Pupils revisit previous learning with increasing complexity as they move up through the school. They learn subjects in great depth and remember what they have learned exceptionally well over time.

The school quickly identifies pupils with special educational needs and/or disabilities (SEND). Staff provide highly effective support to meet very specific learning targets either individually, in small groups or in class alongside their peers. The majority of these pupils successfully learn the same curriculum as their classmates. For a small number of pupils with more complex needs, staff have developed detailed and appropriately bespoke curriculums. The school's expertly devised provision for pupils with SEND ensures that they make exceptional progress.

The school organises regular training for staff. This contributes to their strong knowledge of the subjects that they teach. Staff design motivating activities which enable pupils to learn exactly what the school expects. Teachers regularly check how well pupils have learned and what they have remembered. They use this information extremely well to shape future teaching and to address any misconceptions or gaps in pupils' knowledge.

The school prioritises reading. In every part of the school the joys of reading are evident. This includes outdoors and in the many cosy library areas and exciting displays around the school. Staff routinely read to pupils and share their own enthusiasm for literature. They ensure that pupils delight in reading for pleasure.

At the start of the Reception Year, children begin to learn phonics. Staff are experts in teaching early reading. They quickly identify any pupils who are having difficulty and help them to keep up with their peers. Staff ensure that pupils learn to read fluently and accurately. By the end of key stage 1, pupils are ready to make a flying start to the reading curriculum in Year 3.

At the start of the Reception Year, staff settle children in without delay. They skilfully help them to concentrate well and collaborate with others. This strong foundation enhances their learning and contributes to the exceptionally positive behaviour demonstrated by all age groups in the school. Classrooms are orderly and purposeful. Pupils are highly respectful of each other's views.

The school's provision for pupils' wider personal development is exemplary. Pupils have an exceptional range of opportunities to develop their skills and talents. For example, they run a regular podcast, taking on roles such as presenter and script writer. They have opportunities to demonstrate active citizenship, for example when interviewing local councillors. The school's enrichment award scheme begins in the early years and celebrates the achievement of an increasing array of life skills. These include preparing food in the early years to joining a club and making presentations to large audiences. The school ensures that pupils with SEND and those who are disadvantaged participate fully in enrichment activities.

The school knows families extremely well and makes sure that they have the information that they need to be strong partners in their children's education. Governors make a significant contribution to the school's development. Staff are hugely proud to work at this school. They value the opportunities that the school gives them to develop professionally. They know that their hard work is valued. They appreciate that the school considers their workload and well-being when deciding new policies.

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 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	104788
Local authority	St Helens
Inspection number	10347907
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair of governing body	Tracy Leather
Headteacher	Sarah Bond
Website	www.ecclestonlaneends.st-helens.sch.uk
Dates of previous inspection	14 and 15 January 2015 under section 5 of the Education Act, 2005.

Information about this school

- The school does not use alternative provision for any pupils.
- Since the last inspection there has been a change of headteacher.

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 of 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.

- To evaluate the effectiveness of safeguarding, 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 held discussions with the headteacher and other members of the leadership team.
- An inspector held a discussion with governors, including the chair of governors.
- An inspector held a discussion with a representative of the local authority.
- Inspectors carried out deep dives in early reading, mathematics and modern foreign languages. For each deep dive, they held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector listened to pupils reading to a familiar adult.
- For some other subject areas, inspectors scrutinised the curriculum, spoke to pupils about their learning and reviewed pupils' work in books.
- An inspector had a discussion with the SEND coordinator to help evaluate provision and practice for pupils with SEND.
- Inspectors had discussions with groups of pupils about their experience of school. They observed pupils' behaviour in lessons and at social times.
- Inspectors considered responses to Ofsted Parent View. An inspector spoke to parents as they brought their children into the school playground. There were no responses to Ofsted's staff and pupil surveys. Inspectors scrutinised the school's own recent surveys of staff and pupils. They spoke to a cross section of staff about their experience of working in the school, including their workload and well-being.

Inspection team

Liz Kelly, lead inspector

Ofsted Inspector

Niamh Howlett

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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