

Windsor Community Primary School

Address: Upper Hill Street, Toxteth, Liverpool, Merseyside, L8 8JE

Unique reference number (URN): 104589

Inspection report: 28 April 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 

Inclusion is at the forefront of the school's work. Leaders' work consistently enhances the opportunities and experiences of pupils. Leaders ensure that pupils' needs are identified very quickly and assessed accurately. They work extremely closely with parents and carers to design a well-informed approach to meeting the needs of pupils who could benefit from additional support. Leaders prioritise the identification of children's additional needs in the early years. This includes those pupils arriving in the middle of the school year.

Leaders recognise pupils' many different types of need expertly. This includes disadvantaged pupils, those with special educational needs and/or disabilities and those who arrive with limited knowledge of the English language. Leaders rigorously monitor the progress of each of these groups of pupils. They carefully consider each child's learning, behaviour and attendance. Leaders use this information to provide targeted support very swiftly and effectively. This includes well-considered use of additional funding such as the pupil premium for disadvantaged pupils. Staff use their expertise to reduce each child's barriers to achieving well. They skilfully adapt learning activities so that all pupils are included and make progress. Well-trained staff provide high levels of pastoral support for pupils and work with their families when appropriate.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have a clear understanding of pupils' attendance and behaviour across the school. They communicate clear, consistent expectations to pupils, parents and carers. Leaders use their detailed understanding of attendance to act quickly to remove any barriers to pupils coming to school. They take swift and effective action to improve attendance and punctuality when these begin to cause concern. This is built on highly positive relationships with parents. As a result, attendance is broadly in line with national averages. For disadvantaged pupils and those with special educational needs and/or disabilities, rates of attendance are above average.

Pupils generally behave well. They are respectful of adults and others. They play well together on the playground and consistently follow the school's clear routines quickly and safely. Leaders deal thoroughly with rare incidents of derogatory language, bullying or unacceptable behaviour. Pupils settle quickly in lessons and show positive attitudes to their learning. Staff use their expertise to skilfully and sensitively support some pupils who find managing their own emotions difficult. Relationships are positive and staff maintain pupils' dignity at all times. As a result, the school is a calm and purposeful environment.

Early years

Expected standard 

Leaders rightly prioritise the education of children in the early years. They provide a curriculum that is ordered to help children build knowledge over time effectively. The curriculum identifies the essential knowledge and skills that children will learn across all areas of learning, with a clear emphasis on communication and language. Children typically get off to a positive start in the early years and make solid progress from their starting points. This includes children facing disadvantage and those with special educational needs and/or disabilities. This prepares most children well for the transition into Year 1.

Reading is prioritised from the start. Staff use their secure subject knowledge of phonics to teach early reading skills consistently well. This enables most children to secure their understanding of sounds and letters. They build an early understanding of numbers. Children practise and consolidate their learning through well-considered opportunities both indoors and outdoors. They develop their communication and language skills through high-quality interactions with staff.

Staff establish clear routines that help children to feel safe. Well-trained staff ensure that there are appropriate care practices in place. Children develop warm relationships with staff and settle into school life quickly. They are ready to learn.

Personal development and wellbeing

Expected standard 

Leaders provide an effective personal development and wellbeing programme that carefully considers the context of the local community. Pupils are encouraged to reflect on their own beliefs. School assemblies and trips to places of worship deepen pupils' understanding and respect for cultural and religious beliefs different to their own. Pupils discuss ethical issues with sensitivity and have a secure understanding of right and wrong.

Pupils learn well about healthy relationships. They know how to keep safe online. Leaders ensure that pupils learn how to keep safe in their community. For example, pupils learn to be safe around open water. Older pupils learn about peer pressure and personal safety. This prepares them well for life beyond school. Although pupils develop their understanding of fundamental British values and apply these to their lives in school, their knowledge is not as deep as it could be. They learn about equality and respect diversity. Pupils are clear that everyone is welcome at their school.

Leaders recognise the context of the school and its pupils. Through the 'Windsor 100', leaders provide pupils with a coherent programme of enrichment during their time at the school. This includes experiences in school, in the local community and further afield. Pupils develop their interest and talents in sport and music. Many pupils learn a musical instrument such as the clarinet. Staff use their expertise to nurture pupils' sporting talents. They use additional funding and plan these experiences carefully to ensure that they are for all pupils. This includes disadvantaged pupils and those with special educational needs and/or disabilities.

Pastoral provision is a strength of the school. Leaders and staff know pupils and families really well. This enables them to provide individualised support for pupils, including for those pupils who face additional challenges to their wellbeing. Leaders ensure that pupils have

access to mental health practitioners when needed. This has a positive impact on pupils' wellbeing and attendance.

Needs attention

Achievement

Needs attention 

Pupils' achievement by the end of key stage 2 has been below national average levels over several years. While some pupils achieve well, a significant proportion have gaps in their learning, particularly in writing. This hinders the progress they are able to make across the curriculum and how well they are prepared for secondary school. Leaders' actions to improve pupils' writing are at an early stage. It is too early to determine the full impact of this work.

In contrast, leaders' actions in other areas have already had a positive impact. For example, pupils who stay with the school for a number of years consistently develop the important knowledge they need in phonics to help them become confident readers. This includes disadvantaged pupils. Pupils now build their knowledge in mathematics more securely. This is reflected in improving outcomes and the mathematical problems that many pupils are able to solve. Pupils with special educational needs and/or disabilities make appropriate progress from their starting points.

Curriculum and teaching

Needs attention 

Leaders have established a curriculum that is mostly well considered. However, the teaching of writing is less developed. Leaders' work to improve writing, particularly the teaching of handwriting, is relatively recent. Pupils have a number of gaps in their writing knowledge. Teachers do not address these gaps well enough. This hinders pupils' progress.

In other areas, leaders have developed a broad and ambitious curriculum that sets out what pupils should learn over time. Many children start school with limited understanding of the English language. Staff skilfully teach these children to use a range of vocabulary accurately and to communicate confidently. Leaders have made sure that staff have the expertise that they need to teach phonics well. In the early years, children quickly learn new sounds. Older pupils use this knowledge to read with fluency.

From the early years onwards, pupils develop secure knowledge of mathematics. Pupils regularly revisit key concepts. This helps pupils to use their knowledge to solve more complex mathematical questions as they get older. Teachers routinely check that pupils understand new mathematics learning. If pupils need extra help or practice, teachers provide effective support.

Leaders provide staff with the training that they need to adapt lessons to meet the needs of all pupils. This includes pupils who speak English as an additional language, those facing disadvantage and those with special educational needs and/or disabilities. These pupils successfully access the same curriculum as their peers.

While leaders have made improvements in some important areas of the school, these have not been as swift in others. In particular, their work to help pupils secure key knowledge and skills in writing, in order to raise pupils' attainment by the end of key stage 2, has not been fully effective and is still in its infancy. Leaders, including governors, do not have a precise enough understanding of how effectively the writing curriculum is meeting the needs of pupils.

However, governors provide suitable support and challenge for most aspects of the school's work. They have a clear oversight of safeguarding and fulfil their statutory duties. Governors share the school's vision of inclusion. They support leaders in the use of additional funding to provide effectively for the most vulnerable pupils in the school.

Leaders and governors are considerate of staff workload and wellbeing. Staff feel proud to work at the school. They report being well supported by leaders. They know that leaders' decisions are made in the best interests of pupils, particularly those who are disadvantaged.

Leaders prioritise the ongoing development of staff's skills and knowledge through a range of professional learning. This includes guidance on removing barriers to learning for disadvantaged pupils and those who speak English as an additional language. Staff learn through their work with specialist professionals and the sharing of practice with other schools.

Leaders and governors foster positive relationships and trust with parents and carers. They host events that involve the community. Many parents praise the support that they have received alongside their children. They describe the school as a 'family' where everyone is included.

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

Pupils enjoy attending this highly inclusive school where everyone is valued. They are enthusiastic about their lessons, take pride in their work and happily discuss their learning. Pastoral care is at the heart of the school's work. Pupils feel cared for and are happy and safe. Pupils with any barriers to learning receive effective additional support. Pupils with special educational needs and/or disabilities make positive progress from their individual starting points.

Leaders have begun work to improve the teaching of writing across the school. This work is in its infancy and some pupils do not receive the consistently effective teaching that they need. Teachers' checks on pupils' learning are not used well enough to address pupils' misconceptions. As a result, some pupils do not achieve as well as they should.

Pupils behave well. They follow the school's rules and move around the school sensibly. This begins in the early years, where routines are well established and understood. As a result, the school is calm and orderly. Bullying is rare and pupils are rightly confident that staff would deal with any incidents quickly. Pupils enjoy positive relationships with staff, who

greet them warmly each day. Staff know pupils and their families well. There is a sense of community and belonging across the school. Pupils show high levels of respect and interact well with each other on the playground. They make full use of the school grounds, play cricket and enjoy spending time with their friends.

Leaders provide learning and wider opportunities that are accessible and open to every child. Pupils enjoy participating in experiences that extend the curriculum. They talk enthusiastically about residential trips and their work as 'mini-police' in the local community. They value a wide range of clubs, such as photography and singing.

Next steps

- Leaders and governors should improve the way that they check the impact of the writing curriculum on pupils' learning so that this leads to more rapid improvement.
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About this inspection

The chair of the board of governors in this school is Stephen Jones.

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 the headteacher and other senior leaders, governors, including the chair of governors, staff and pupils in the school during the inspection. Inspectors also spoke with parents and carers at the start of the school day.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Fiona Wright

Lead inspector:

Chris Fielding, His Majesty's Inspector

Team inspectors:

Gillian Crompton, Ofsted Inspector

Jeanette Westhead, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

221

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

250

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)

54.19%

Well above average

What does this mean?

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

National average: 26.3%

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

9.05%

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: 3.5%

Pupils with special educational needs (SEN) support

22.17%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs 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	35%	61%	Below
2024/25 (final)	39%	62%	Below
2023/24 (final)	37%	61%	Below
2022/23 (final)	28%	60%	Below

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	46%	74%	Below
2024/25 (final)	46%	75%	Below
2023/24 (final)	56%	74%	Below
2022/23 (final)	38%	73%	Below

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	52%	72%	Below
2024/25 (final)	43%	72%	Below
2023/24 (final)	56%	72%	Below
2022/23 (final)	59%	71%	Below

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	46%	73%	Below
2024/25 (final)	57%	74%	Below
2023/24 (final)	44%	73%	Below
2022/23 (final)	38%	73%	Below

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	27%	46%	Below
2024/25 (final)	33%	47%	Below
2023/24 (final)	30%	46%	Below
2022/23 (final)	18%	44%	Below

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	42%	62%	Below
2024/25 (final)	43%	63%	Below
2023/24 (final)	52%	62%	Close to average
2022/23 (final)	32%	60%	Below

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	45%	59%	Below
2024/25 (final)	38%	59%	Below
2023/24 (final)	48%	58%	Close to average
2022/23 (final)	50%	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	39%	60%	Below
2024/25 (final)	57%	61%	Close to average
2023/24 (final)	39%	59%	Below
2022/23 (final)	23%	59%	Below

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	27%	68%	-40 pp
2024/25 (final)	33%	69%	-36 pp
2023/24 (final)	30%	67%	-37 pp
2022/23 (final)	18%	66%	-48 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	42%	80%	-37 pp
2024/25 (final)	43%	81%	-38 pp
2023/24 (final)	52%	80%	-28 pp
2022/23 (final)	32%	78%	-46 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	45%	78%	-32 pp
2024/25 (final)	38%	78%	-40 pp
2023/24 (final)	48%	78%	-30 pp
2022/23 (final)	50%	77%	-27 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	39%	80%	-40 pp
2024/25 (final)	57%	81%	-23 pp
2023/24 (final)	39%	79%	-40 pp
2022/23 (final)	23%	79%	-56 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)	5.1%	5.2%	Close to average
2023/24 (3 term)	4.5%	5.5%	Below
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)	13.3%	13.0%	Close to average
2023/24 (3 term)	13.6%	14.6%	Close to average
2022/23 (3 term)	19.6%	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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