

Gilmour Primary School

Address: Southbank Road, Liverpool, L19 9AR

Unique reference number (URN): 150210

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 ●

Curriculum and teaching

Strong standard ●

Leaders have successfully overhauled the curriculum since the infant and junior school have amalgamated. They have an accurate understanding of what works well and make careful changes so that pupils have rich and broad learning opportunities. Staff know exactly what should be taught and when this should happen. This includes the ambitious subject-specific language that they want pupils to develop across year groups and subjects. The sharp focus on pupils securing the essential knowledge in English and mathematics means that they are well equipped for building their knowledge over time.

Teachers are highly skilled. The training they receive ensures that they teach the curriculum effectively and confidently. Teachers have a deep understanding of how pupils learn best. They teach new learning carefully and make regular checks on pupils' understanding to ensure that misconceptions are identified and resolved. Teachers adapt teaching to make sure that gaps in pupils' learning are overcome swiftly.

Where pupils may need different ways of learning, teachers are highly competent at making suitable adjustments. This ensures that pupils who may face challenges to learning access the same curriculum as their peers.

Early years

Strong standard ●

Leaders have skilfully mapped out learning experiences that give children in the early years the knowledge and skills to be competent future learners. Through expertly crafted activities in the purposeful learning environments, children develop into highly inquisitive, independent and confident learners. The sharp focus on language development delivered by well-trained staff exposes children to ambitious vocabulary and opportunities to develop sophisticated language skills. They are very well prepared for the challenging curriculum in Year 1 and beyond.

Staff know children and their families well. They work in partnership with parents and carers to make sure that children are happy and successful. Staff use their knowledge of each child to tailor experiences and adapt learning opportunities so that they are carefully matched to children's needs and abilities. Children in the Nursery Year class are immersed in stories, songs and rhymes. Those in the Reception Year learn the sounds that they need to read and write with precision. They develop the knowledge and skills required for more complex learning in older year groups. When staff identify that children need extra help, this is given in a sensitive manner through consistent routines and high levels of care. As a result, children achieve very well and have an incredibly successful start to their education.

Expected standard

Achievement

Expected standard 

Pupils achieve well. Changes to the curriculum mean that they are increasingly learning and remembering all that they should across different year groups and subjects. Pupils, including those with special educational needs and/or disabilities, generally produce high-quality work and gain the basic skills that they need to read, write and use mathematical knowledge accurately. Children in the early years through to Year 6 read fluently. They have secure foundations for later learning. Pupils talk about their learning with confidence, using ambitious and subject-specific vocabulary.

By the end of Year 6, pupils' attainment in reading, writing and mathematics is close to, and sometimes above, the national average. They are well prepared for the next stage of their education. Disadvantaged pupils do as well as other disadvantaged pupils by the end of Year 6. Even so, they do not attain as highly as their non-disadvantaged peers in school or nationally.

Attendance and behaviour

Expected standard 

Leaders prioritise pupils' regular attendance at school. They take a well-considered approach to promote the importance of attending school regularly. Leaders methodically check and review absence information daily. They actively seek to understand and address the barriers that lead to pupils missing time at school. Through their supportive work with parents and carers and other agencies, leaders adopt a personalised approach to increasing attendance rates. The proportion of pupils who are persistently absent is below the national average and decreasing over time. Even so, a few disadvantaged pupils do not attend school as often as they should.

Pupils develop positive attitudes to learning. They cooperate well in lessons. Staff follow leaders' clear expectations for managing pupils' behaviour fairly and consistently. Pupils relish receiving recognition certificates that are awarded by pupils who hold ambassador roles. They rise to the high expectations set for their conduct. They are kind and respectful to others, staff and visitors to school. Bullying is not tolerated, and leaders take swift action to respond to any concerning behaviour. Pupils who need support to manage their emotions and settle to their learning receive sensitive support from well-trained staff. Pupils benefit from the nurturing and harmonious environment that is evident across both buildings that form the school site.

Inclusion

Expected standard 

Leaders identify pupils' needs quickly and accurately. They work closely with parents and carers and external professionals to understand what may cause barriers to pupils' learning and/or wellbeing. Leaders' clear systems ensure that pupils, including those with special educational needs and/or disabilities (SEND), receive additional support to experience success in school. Pupils with SEND access the same opportunities as their peers.

Staff fully understand the level of support that pupils require. Through the expert training that they receive, they are able to put in a range of help that allows pupils, including those with education, health and care plans, to fully access the curriculum. Leaders know what is working well and when support needs to change. They do this in a timely manner so that pupils with SEND continue to thrive in school because their barriers to learning are reduced.

Typically, leaders use extra funding to put the right level of support in place for disadvantaged pupils, for example through providing additional catch-up phonics sessions. On occasion, the planned pupil premium grant spending is not used to improve the attainment of disadvantaged pupils with enough precision. This results in some disadvantaged pupils not achieving as well as they should.

Leadership and governance

Expected standard 

Leaders have overseen a highly effective merger of the junior and infant schools. They have built upon the successes and strengths of both schools to create a cohesive offer where pupils are included and valued and experience high-quality education and care. In some aspects of the school's work, such as curriculum development, leaders' decisions have been precise and led to sustained improvements.

Governors know the school well. They are experienced, knowledgeable and use their wide-ranging skillset to hold leaders to account. They typically work closely with school leaders to identify the right priorities for improvement and seek assurances to measure the impact of leaders' actions. Together with school leaders, governors make sure that decisions are made in the best interest of pupils. However, leaders and governors' insight into the achievement of different groups of pupils does not enable them to pinpoint how well some pupils, especially disadvantaged pupils, are achieving.

Staff are fully involved in the ongoing implementation of newer systems to get consistency across the infant and junior sites. They have been included in decision-making and play an active role in school development. Leaders have been mindful of staff's workload and wellbeing during the period of change. Staff appreciate the care and consideration they receive from leaders as well as the opportunities to further develop their own professional expertise.

Parents and carers are highly positive about the school. Many parents comment on the nurturing culture, where staff know the children well and make sure that they enjoy their time at primary school.

Personal development and wellbeing

Expected standard 

Leaders have a clear programme to support pupils' personal development. They have prioritised pupils being well prepared for life in an ever-evolving society. Pupils know that they have a right to be heard. They recognise the need to listen and respect others alongside forming their own opinions. Through the personal, social, health and economic education and relationships and sex education lessons, pupils develop positive attitudes towards keeping safe and mentally and physically healthy. They talk about managing their online activity, challenging stereotypes and expressing their emotions with maturity. Pupils know how the knowledge and skills that they gain prepare them for life beyond their school.

Pupils learn about cultural diversity in modern Britain. They understand the importance of tolerance and acceptance as part of their learning about fundamental British values. Through a range of experiences, staff actively encourage pupils to celebrate and appreciate those who may be different to them. Pupils demonstrate respectful attitudes to others, and they develop the confidence to challenge inequality.

Leaders provide a vast array of opportunities to develop pupils' talents and interests. Through leading sporting events, performing to live audiences and attending after-school clubs, pupils experience the importance of teamwork and active participation. Leaders and staff carefully track who is taking part in these experiences. They act quickly to amend their offer or reduce barriers so that all pupils have equal chances to shine.

Pastoral support is highly effective. Leaders ensure that staff have the skills to offer assistance to pupils who may need support. Pupils feel confident that their worries are listened to and help is available through their trusted adults. They develop coping strategies to manage their wellbeing that they know will prepare them for future life.

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

Pupils are proud to attend this recently formed primary school. Those in the infant building are well prepared and excited to move to the junior site. The positive sense of unity ensures that pupils develop a secure sense of belonging at Gilmour. They know that adults genuinely want the best for them. Pupils benefit from a welcoming environment. They enjoy coming to school. Pupils value the warm relationships they hold with staff and their friends.

Pupils' behaviour in classrooms and when moving around school is very positive. They are kind, considerate and well mannered. Pupils play happily during social times and learn to manage their friendships well. Through their understanding of the school rules and values, pupils relish making the right choices. They know that staff are there to listen and teach them how to stay safe, including when using the internet. Any unkind behaviour, such as bullying, within school or online is dealt with quickly. Pupils are valued and protected from harm by staff who care deeply about them.

Pupils learn in classrooms that are calm and free from disruption. They develop curiosity and an interest in learning from the early years through to Year 6. Through an exciting and ambitious curriculum, they gain the knowledge that they need to support them in future learning. Pupils with barriers to learning receive well-matched support at the time when they need it most. As a result, pupils typically achieve well. They are suitably prepared for the next stage in education.

Opportunities for pupils to develop socially and emotionally are carefully considered. Pupils take up many leadership roles, such as wellbeing ambassadors and school councillors. Through these responsibilities, they learn how to develop as confident and resilient advocates for others. Pupils know that they can make positive contributions in their school and beyond to become responsible and active citizens for the future. They are well prepared for life in modern Britain.

Next steps

- Leaders should review and refine their pupil premium strategy so that their actions enable disadvantaged pupils to achieve as well as they should.
 - Leaders and governors should strengthen their oversight of the achievement of different groups of pupils, especially disadvantaged pupils, to identify patterns, inform provision and evaluate the impact of additional funding.
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About this inspection

The chair of the board of governors in this school is Kate Burnell.

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, senior leaders and other members of staff. The lead inspector spoke with members of the governing body, including the chair of governors. She also spoke with a representative of the local authority.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

The school also, under the same registration, runs a nursery class for 3- and 4-year-old children.

This school was formed by the amalgamation of Gilmour Infant School and Gilmour Junior School in 2023.

Headteacher: Chris McDonald

Lead inspector:

Emily Morris, His Majesty's Inspector

Team inspectors:

Pamela Potter, Ofsted Inspector

Louise Finlay, Ofsted Inspector

Cath Cooke, 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 23 June 2026

School and pupil context

Total pupils

613

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: 272

Pupils eligible for free school meals (FSM)

14.65%

Below 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

4.40%

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

16.31%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well 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		61%	
2024/25 (final)	74%	62%	Above
2023/24 (final)	64%	61%	Close to average
2022/23		60%	

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		74%	
2024/25 (final)	84%	75%	Above
2023/24 (final)	76%	74%	Close to average
2022/23		73%	

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		72%	
2024/25 (final)	84%	72%	Above
2023/24 (final)	73%	72%	Close to average
2022/23		71%	

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		73%	
2024/25 (final)	79%	74%	Close to average
2023/24 (final)	76%	73%	Close to average
2022/23		73%	

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		46%	
2024/25 (final)	41%	47%	Close to average
2023/24 (final)	37%	46%	Close to average
2022/23		44%	

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		62%	
2024/25 (final)	59%	63%	Close to average
2023/24 (final)	52%	62%	Close to average
2022/23		60%	

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		59%	
2024/25 (final)	59%	59%	Close to average
2023/24 (final)	44%	58%	Below
2022/23		58%	

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		60%	
2024/25 (final)	59%	61%	Close to average
2023/24 (final)	56%	59%	Close to average
2022/23		59%	

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		68%	
2024/25 (final)	41%	69%	-28 pp
2023/24 (final)	37%	67%	-30 pp
2022/23		66%	

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		80%	
2024/25 (final)	59%	81%	-22 pp
2023/24 (final)	52%	80%	-28 pp
2022/23		78%	

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		78%	
2024/25 (final)	59%	78%	-19 pp
2023/24 (final)	44%	78%	-33 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		77%	

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		80%	
2024/25 (final)	59%	81%	-22 pp
2023/24 (final)	56%	79%	-24 pp
2022/23		79%	

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)	4.8%	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
2024/25 (3 term)	9.4%	13.0%	Below

Year	This school	National average	Compared with national average
2023/24 (3 term)	11.7%	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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