

# Inspection of Acre View Primary School

286 Southport Road, Lydiate, Sefton, Liverpool L31 4EQ

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Inspection dates: 20 to 22 May 2025

**Overall effectiveness** **Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

**Yes**

## **What is it like to attend this school?**

Positive relationships, kindness and respect are at the heart of everything that this school does. There is a tangible feeling of belonging here. Pupils develop trusting relationships with staff which helps them to feel happy and safe. Staff know the pupils extremely well and deeply understand their needs, interests and talents. This enables staff to tailor provision for each pupil successfully.

The school's curriculum prioritises a therapeutic approach as well as academic support so that pupils settle quickly. This helps them to grow in confidence and develop resilience. Pupils' behaviour and attendance improve considerably when they join this school. This helps pupils to meet the school's high aspirations for their achievement.

Pupils benefit from the meticulous thought that is given to promoting their personal development. Pupils benefit from an extraordinary range of experiences outside the classroom. They enjoy the vast range of trips and visitors that expand their horizons. For instance, pupils take part in horse-riding, safari park visits and 'dinosaur' encounters. All of this develops their abilities to cope with unfamiliar situations and life beyond school.

Parents and carers are positive about the school. They recognise how the school's ambition and care is transformative for their children.

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

Pupils who attend the school all have special educational needs and/or disabilities (SEND). All have an education, health and care (EHC) plan. The school identifies pupils' needs quickly and accurately. Staff work closely with parents and external agencies to ensure that pupils receive high-quality provision.

The school has developed an ambitious curriculum that builds logically from the beginning of the early years to the end of Year 6. Typically, staff deliver the curriculum well. They adjust their teaching effectively to enable pupils to access their learning. This helps pupils to progress well through the curriculum from their starting points.

In many subjects, staff use the school's strategies to identify and address pupils' misconceptions or gaps in their knowledge. However, in a small number of subjects, the school does not check that pupils' subject knowledge is secure before introducing new learning. This means that, on occasion, the activities that some pupils are asked to complete do not match their needs as well as they might. This hampers some pupils from learning as well as they could.

Some pupils are at the very earliest stages of learning to read. The school ensures that these pupils learn the skills which will help them when they begin to learn phonics. The school carefully checks pupils' reading and pre-reading skills. This helps

staff to identify precise next steps for every pupil. The school provides extra support so that pupils keep up and learn to read quickly. Many pupils become fluent and confident readers as a result.

Staff are expert at helping pupils to manage their behaviour. They recognise when pupils are struggling to remain calm and use agreed strategies to help them. Staff support pupils to communicate their emotions effectively. As a result, pupils develop learning behaviours remarkably well. Pupils attend school regularly. When pupils are absent, the school quickly identifies reasons for this and any additional support that may be needed.

There is a clear focus on preparing pupils for life beyond the school. Pupils benefit exceptionally well from a range of precisely targeted opportunities in preparation for life in the wider world. Pupils learn about the differences between people, including different religions and faiths. They visit places of worship to bring this learning to life. Pupils learn about healthy relationships and keeping physically and mentally healthy. They are well prepared for life in modern Britain.

The proprietor and governors have ensured that the school meets the independent school standards (the standards) and complies with schedule 10 of the Equality Act 2010. The proprietor maintains the buildings to a high standard. Pupils' safety and welfare sit at the heart of the school's work. From pastoral support to therapeutic interventions, the school meets pupils' needs well.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- In a small number of subjects, on occasion, gaps in some pupils' knowledge are not identified or addressed before new learning is introduced. This means that these pupils' knowledge is not as secure as it could be. The school should support staff in checking that pupils have successfully embedded prior knowledge before they introduce new curriculum content.

## **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.

## School details

<b>Unique reference number</b>	150079
<b>DfE registration number</b>	343/6007
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10375147
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	33
<b>Proprietor</b>	West Kirby Educational Trust
<b>Chair</b>	Gerry Flanagan
<b>Headteacher</b>	Elizabeth Wynne
<b>Annual fees (day pupils)</b>	£43,566 - £107,868
<b>Telephone number</b>	0151 317 3370
<b>Website</b>	<a href="http://www.acre-view.co.uk">www.acre-view.co.uk</a>
<b>Email address</b>	<a href="mailto:schooloffice@acre-view.co.uk">schooloffice@acre-view.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Acre View Primary School is part of the charity West Kirby Educational Trust, the proprietor of Acre View Primary School.
- The school was registered by the Department for Education (DfE) on 19 June 2024. This is the school's first standard inspection.
- The school is located at 286 Southport Road, Lydiate, Sefton, Liverpool L31 4EQ.
- The school is registered to admit up to 48 pupils.
- All pupils who attend this school have SEND. All have an EHC plan. Pupils' needs include autism and social, emotional and mental health needs.
- The school does not make use of any alternative provision.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

- Inspections are a point-in-time evaluation about 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with representatives of the proprietor body, the headteacher, other school leaders and a range of school staff.
- The lead inspector held telephone conversations with representatives of local authorities which have pupils placed at the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum documentation, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to some pupils read to a familiar adult.
- Inspectors also looked at curriculum plans, samples of pupils' work and spoke to leaders about some other subjects.
- Inspectors met with leaders to discuss SEND, assessment, pupils' behaviour and provision for pupils' wider development.
- Inspectors reviewed a wide range of documentation, including that related to the standards, leaders' evaluation of the school's strengths and areas for improvement and documents related to pupils' attendance.

- As part of their checks on the standards, inspectors made a tour of the school premises accompanied by leaders.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of the school, staff and pupils; and considered the extent to which the school has created an open and honest culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons, at breaktimes and at lunchtime. Inspectors spoke with some pupils about their experiences of school and considered responses to Ofsted's online survey for pupils.
- The inspectors spoke with staff about their workload and well-being. They also considered the responses to Ofsted's online survey for staff.
- Inspectors spoke with parents during the inspection. They also took account of the responses to Ofsted Parent View, including the free-text comments.

### **Inspection team**

Victoria Burnside, lead inspector

His Majesty's Inspector

Phill Walmsley

Ofsted Inspector

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