

School inspection report

4 to 6 November 2025

Avalon School

Caldy Road

West Kirby

Wirral

CH48 2HE

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
AREAS FOR ACTION.....	4
RECOMMENDED NEXT STEPS	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	12
SAFEGUARDING	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
SCHEDULE OF UNMET STANDARDS	15
<i>Section 1: Leadership and management, and governance.....</i>	<i>15</i>
<i>Section 3: Pupils’ physical and mental health and emotional wellbeing</i>	<i>15</i>
<i>Safeguarding</i>	<i>15</i>
SCHOOL DETAILS	16
INFORMATION ABOUT THE SCHOOL.....	17
INSPECTION DETAILS	18

Summary of inspection findings

1. Leaders promote a respectful, supportive and inclusive school community that enables pupils to learn effectively and develop self-confidence.
2. Leaders do not keep the admission and attendance registers electronically, as is required. They do not ensure that the correct attendance codes are used in attendance registers. The attendance policy does not reflect current statutory guidance. It does not include details of the senior attendance champion nor the length of the morning and afternoon registration periods. Consequently, leaders do not ensure that the school meets all of the Standards.
3. Staff meet regularly to discuss pupils' individual needs and how best to meet these. Pupils develop positive relationships with each other and with their teachers. Leaders and staff support pupils carefully and effectively.
4. Teaching features secure subject knowledge and effective lesson planning. Leaders and staff monitor and track pupils' progress and take effective actions so that pupils' individual needs are supported consistently. Pupils demonstrate responsible and diligent attitudes towards their learning. As a result, pupils throughout the school make good progress in their work.
5. The school's approach to managing and mitigating risk is appropriate. Suitable risk assessments consider potential risks for the school's premises and accommodation and for off-site excursions. However, leaders do not review the risk assessments for educational visits once they have taken place as effectively as possible.
6. Leaders provide a well-planned personal, social, health and economic education (PSHE) curriculum, which includes a suitable relationships and sex education (RSE) programme. Pupils learn how to manage their emotions, take responsible personal decisions and maintain inclusive, kind and supportive relationships with others.
7. Leaders in the early years provide a stimulating and wide range of lessons and activities. They plan carefully so that children's individual pastoral and academic needs are supported effectively. Children engage well with their learning, develop independence and make good progress.
8. The school provides a wide range of opportunities for pupils to provide help, friendship and service to others both within school and in the local community. All pupils in Year 6 are offered the chance to act as house captains during the year. Pupils volunteer to represent others by joining the eco-committee or school council. The school establishes and maintains close links with the community and helps to support and look after the local environment.
9. Staff receive thorough safeguarding training and demonstrate a confident and secure understanding of how to respond to any safeguarding concerns. The school implements methodical and effective safer recruitment procedures.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role so that the independent school Standards are consistently met
- fulfil their responsibilities effectively, so that the independent school Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- the attendance policy is clear and reflects current statutory guidance
- the attendance policy includes details of the senior attendance champion and the length of the morning and afternoon registration periods
- the correct codes are used in the attendance registers
- the admission and attendance registers are kept electronically.

Recommended next steps

Leaders should:

- strengthen the review of risk assessments relating to educational visits and trips after they have taken place.

Section 1: Leadership and management, and governance

10. Governors do not assure themselves that leaders have sufficient knowledge or understanding of statutory guidance in relation to attendance to ensure that all of the Standards are met. As a result, leaders do not always promote the wellbeing of the pupils effectively.
11. Leaders provide information relating to policies and procedures through the school's website. Parents receive a weekly newsletter that informs them about upcoming events and celebrates pupils' achievements. Teachers provide parents with regular information about the progress their child is making through a comprehensive schedule of written reports and parents' meetings. Leaders provide the local authority with appropriate financial information relating to pupils who have an education, health and care plan (EHC plan).
12. Leaders support pupils' emotional wellbeing effectively and in line with the school's aims. Staff conduct daily wellbeing checks on pupils and respond quickly when pupils indicate that they would like additional support. Leaders provide a supportive, inclusive and respectful environment that supports pupils' development of self-esteem and confidence.
13. Leaders consult with staff, pupils and parents to inform their evaluation of the school's provision and take effective action to improve opportunities for pupils. For example, in response to pupils' feedback, leaders initiated additional extra-curricular activities such as running and table tennis clubs. Staff evaluated and implemented a new mathematics curriculum designed to provide pupils with greater challenge and problem-solving activities. Leaders consult with parents and pupils and adapt the RSE programme to include suitable topics they request so that the RSE curriculum remains engaging and relevant for pupils. Such measures mean the school's educational provision continues to develop and meet the needs of pupils consistently well.
14. Leaders in the early years are experienced and knowledgeable about the needs of children in this age group. They plan and adapt the curriculum to effectively support individual children. Leaders and staff consult closely with parents to gain a thorough understanding of the children they teach. Leaders hold regular staff meetings to share ideas and closely monitor children's progress. Staff support children well so that they develop self-esteem and confidence. Children are prepared well for Year 1.
15. Leaders provide parents with a clearly written complaints policy. It includes a suitable three-stage process and appropriate timescales for managing any informal or formal complaints that are submitted. Leaders handle any formal complaints that are raised in accordance with the policy. Suitable records of formal complaints are maintained, including actions taken and resolutions reached.
16. Leaders build and maintain constructive links with external agencies and local safeguarding partners. The school invites external organisations to provide workshops for pupils, which help them to develop and maintain positive and supportive relationships. Leaders notify the local authority appropriately when pupils join or leave the school at non-standard transition points.
17. The school's approach to managing and mitigating risk is suitable overall. Governors provide oversight that ensures that leaders maintain secure and suitable premises for pupils. Leaders write detailed risk assessments to carefully support the wellbeing of any vulnerable pupils. Staff are provided with appropriate training so that they write suitable risk assessments that identify and plan

how to mitigate any identified potential risks, including for educational visits and trips. However, leaders do not evaluate risk assessments for off-site excursions after they have taken place as thoroughly as possible. This means that any specific risks associated with such trips are not always considered as well as they could be.

18. Leaders ensure that the school consistently fulfils its responsibilities under the Equality Act 2010. The school implements a detailed accessibility plan that seeks to make the curriculum and accommodation accessible for all pupils. For example, leaders are provided with specific training so that they effectively and carefully support the individual needs of pupils who have a disability. The school adapts lessons and resources so that pupils who have special educational needs and/or disabilities (SEND) are supported effectively.

The extent to which the school meets Standards relating to leadership and management, and governance

19. Standards are not met consistently with respect to admissions and attendance.
20. As a result, Standards relating to leadership and management, and governance are not met.
- 21. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

22. Leaders implement a suitably broad curriculum that is appropriately matched to the needs of pupils. The curriculum is planned to utilise the local environment effectively when appropriate. For example, in geography, pupils learn about coastal features, develop their knowledge of compass points and improve their orienteering skills when visiting the local coastal areas. The curriculum promotes the values of democracy and the rule of law through a range of appropriate lessons and activities. For instance, in history, pupils learn about the democratic system introduced by the ancient Greeks. The effective curriculum supports pupils' learning so that they make good progress and are prepared well for the next stage of their education.
23. Leaders provide oversight and regular monitoring of the curriculum through a schedule of staff meetings, lesson observations and scrutiny of books. This monitoring helps ensure that the teaching and the curriculum promote the school's positive and inclusive values. Staff share effective teaching strategies so that the school's approach to teaching and learning continues to develop effectively. Teachers carefully plan cross-curricular links so that pupils broaden their knowledge and understanding. For example, pupils in Years 1 and 2 bake bread as part of a topic exploring the Great Fire of London and develop their mathematical and scientific skills by measuring ingredients and learning how gluten causes the bread to rise.
24. Staff plan lessons well and use effective teaching methods so that pupils build on prior knowledge and make good progress in their work. For instance, in art, pupils explore abstract designs, use a range of resources and blend colours to create and paint skilfully. In mathematics, teachers provide pupils with appropriate problem-solving challenges to extend their knowledge, such as about squared and cubed numbers and volume. In English, teachers plan debating opportunities for pupils, which support their speaking and listening skills and also their understanding of democracy through the subject matter being debated.
25. Teachers provide pupils with a range of suitable opportunities to demonstrate responsible and diligent attitudes towards their learning. Pupils respond well to academic challenge, such as when writing diaries from the perspective of characters drawn from the books they read in class. Pupils work collaboratively and respectfully consider the viewpoints of others. For example, they discuss scientific predictions and experiments that explore force and friction when model cars move over different surfaces. Pupils apply prior knowledge and use digital resources to research and create presentations on different countries in Africa, which develops their computing skills and widens their understanding of global diversity.
26. Leaders carefully monitor and track pupils' progress through a thorough assessment framework. Staff meet regularly to discuss assessment outcomes and use this information to plan carefully how to support pupils' individual needs. For example, pupils with higher prior attainment are identified and challenged with additional problem-solving and writing activities in mathematics and English. Staff adapt their teaching to provide pupils who require a more graduated approach to their learning with effective consolidation and further support.
27. Leaders in the early years support children's development of reading, writing and speaking effectively. Children sing nursery rhymes and identify phonic sounds and rhyming words from the songs they perform. They practise how to grip a pencil and develop their writing by constructing sentences about the topics they study. Teachers ask probing questions about mathematical shapes

and their properties, which require children to think carefully before responding. Children vote on which books teachers will read to them and discuss the characters in these books afterwards. As a result of these measures, children use communication and language confidently.

28. Pupils who have SEND are provided with individual guidance and support. Leaders and staff consider pupils' external assessment reports to determine how best to meet individual pupils' needs. Teachers adapt resources so that pupils who have SEND access the curriculum effectively. For instance, when appropriate, the school provides pupils with resources such as wobble cushions, reading rulers and exercise books with different coloured paper. Pupils who have SEND are supported well in their lessons and make good progress.
29. The school implements an appropriate programme of extra-curricular activities so that pupils build on existing skills and widen their knowledge. In computing club, for example, pupils extend their coding skills and use animations and transitions. Pupils participate in activities that help them develop teamwork and problem-solving strategies, such as a bridge-building competition during construction club. In music activities, pupils play a range of percussion instruments and learn to perform as an ensemble. Extra-curricular clubs such as these provide pupils with opportunities to develop confidence and new interests and develop their skills in the activities that they select.

The extent to which the school meets Standards relating to the quality of education, training and recreation

30. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

31. The school's admission and attendance procedures do not reflect current statutory guidance. The attendance policy does not include the name of the senior attendance champion nor the timings of the morning or afternoon registration periods. The required codes are not used in the attendance registers. The admission and attendance registers are not maintained electronically, as is required.
32. In other aspects of the school's provision, leaders take effective actions that consistently support pupils' emotional wellbeing. Staff routinely welcome pupils into their classrooms and check on their emotional state. Pupils undertake wellbeing surveys, which are closely analysed by senior staff so that any concerns are quickly addressed. A 'calming corner' in the school provides pupils with a quiet and reflective area to help them regulate and manage their emotions. Such measures help pupils to approach their education in a positive and confident manner.
33. The school provides appropriate opportunities for pupils to develop their spirituality and moral reflection. Pupils learn about the world's major religions in their religious studies (RS) lessons. Pupils participate in trips to a synagogue, and a Rabbi visits the school to inform pupils about Jewish traditions. Leaders discuss fables and moral stories in assemblies to help pupils develop kind and respectful attitudes. Staff plan curriculum activities that utilise the local coastline and provide effective opportunities for pupils to appreciate their local environment.
34. Leaders implement a well-planned PSHE curriculum that teaches pupils how to support their own physical and emotional wellbeing effectively. Pupils learn about maintaining a balanced approach to life and the importance of eating and sleeping healthily. They are taught about how human bodies change, the onset of puberty and how they may experience and need to manage different emotions as they grow older. Pupils are appropriately taught about the dangers of drug misuse, so that they are prepared to take responsible decisions.
35. Pupils are taught an appropriate RSE curriculum that supports their understanding of how to develop and maintain positive and inclusive relationships. Pupils, including children in the early years, learn about consent at an age-appropriate level and that everyone has the right to privacy. Older pupils explore the issue of peer pressure and consider scenarios that help them to understand the importance of personal identity and self-esteem.
36. Leaders provide pupils with an appropriate physical education (PE) programme that supports their physical and mental health. Pupils and staff participate in 'Friday fitness' and run, jog or walk around the school before the morning's lessons. Children in the early years develop their co-ordination, balance and agility through well-planned PE activities. Pupils play a range of sports and develop specific skills such as handling and passing a rugby ball and scoring a try.
37. Pupils behave well at the school. Leaders and staff consistently implement the behaviour policy and reinforce pupils' positive behaviour effectively. For example, children in the early years receive stickers for their kind and responsible actions. Pupils' behaviour is acknowledged through the awarding of house points, certificates and a place at the 'golden table' during Friday lunch, which rewards pupils who demonstrate consistent courtesy and appropriate manners.

38. Leaders implement an effective anti-bullying strategy that teaches pupils what bullying is and about the consequences of unkind behaviour. For instance, during the annual anti-bullying week, each class prepares an assembly presentation focusing on a different aspect of bullying. Such measures mean that incidents of bullying are rare at the school. Leaders respond quickly and effectively to any reports of bullying and maintain appropriate records of any behavioural and bullying incidents, which include the actions that have been taken.
39. Leaders in the early years provide children with a range of suitable opportunities to support their personal development. Children participate in dance classes and play musical instruments that help them to understand beat and rhythm. They learn how to plant and water seeds during curriculum activities using the outdoor environment. Children build models using a range of resources in the construction corner. Such activities support children so that they approach their learning with enjoyment and confidence.
40. Leaders maintain a thorough and systematic approach to health and safety. Staff receive health and safety training and are alert to noticing and reporting any health and safety issues. Leaders respond quickly to any reported concerns and keep detailed records of the actions they take. Leaders mitigate and manage the potential risk from fire appropriately, such as through providing staff with fire extinguisher training. Fire escape routes are clearly marked and pupils regularly rehearse the school's fire evacuation and lockdown procedures. As a result of these measures, the premises and accommodation remain suitable for pupils.
41. Pupils are supervised effectively. Leaders are approachable, welcoming and vigilant when pupils arrive at and depart from school. Leaders implement a well-planned supervision rota, which means that staff are carefully deployed at breaktimes to supervise pupils. Staff in the early years maintain appropriate child-to-staff ratios.
42. The school provides suitable first aid and medical provision. Staff receive appropriate first aid training, including paediatric first aid training for those who work in the early years. First aid is administered competently.
43. Leaders record all the required information in the admission registers.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

44. Standards are not met consistently with respect to admissions and attendance.
45. As a result, Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- 46. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 4: Pupils' social and economic education and contribution to society

47. Leaders provide pupils with well-planned opportunities to develop their understanding of inclusion, cultural diversity and the importance of tolerance. For example, in geography, pupils learn about Amazonian rainforests and the Indigenous communities who live there. Pupils are taught about organisations such as the Women's Initiative Gambia (WIG) and their work to empower women and reduce the level of plastic pollution. Pupils and parents who follow different faiths and religions inform the school community about their religion's traditions and culture during assemblies. Pupils celebrate Black History Month and research inspirational figures who have campaigned for fairness and equality. Pupils develop a broad understanding of the world and are prepared consistently well to make a positive contribution to British and global society.
48. The school teaches pupils about finance and money effectively. Children in the early years use plastic coins and shopping tills to role-play buying and selling items to each other. In PSHE lessons, pupils learn about investing money, mortgages and how to manage money sensibly to avoid incurring debt. Pupils in Years 5 and 6 undertake a 'young enterprise' project, where they use a starting fund to purchase resources and design and make products which they sell to raise funds to support the school's chosen charities. This opportunity supports pupils' understanding of product design, budgeting, cost control and profit margins. Pupils begin to learn about the value of money and consider the importance of taking responsible financial decisions.
49. Leaders prepare pupils well for future experiences and the next stage of their education. Pupils in Year 6 are prepared effectively to take examinations for their chosen senior schools. Leaders in the early years arrange a thorough transition programme that prepares children in Reception so that they confidently move into Year 1. The school arranges an annual careers fair for older pupils so that they begin to consider future employment opportunities. Pupils participate in a cycling scheme and learn how to safely cycle on public highways.
50. Pupils learn about law and order, democracy and British institutions effectively. They understand class and school rules and discuss how moral and responsible decisions lead to a fair and tolerant society. Older pupils learn about the British judicial system and the potential consequences of breaking rules. Leaders provide opportunities for pupils to meet the local mayor and arrange visits to the local government offices. A 'Parliament week' supports pupils' understanding of British politics, democracy and voting systems. Pupils are taught about the Royal National Lifeboat Institution (RNLI) and visit the local coastguard station so that they understand the work of these institutions to keep people safe.
51. Leaders encourage pupils to provide service to others within the school community. Pupils in Year 6 take turns as house captains and support teachers by organising the weekly house point competition, presenting merit awards in assemblies and assisting at sports day. Pupils serve on the eco-committee and promote environmental issues such as reducing electricity and water consumption. The school council represents the views of other pupils, such as by canvassing them about which charities to support. Senior pupils volunteer to be 'wellbeing buddies' and receive specific training for this role so that they support staff and respond to situations effectively. Pupils learn that it is kind and responsible to provide help and service to others.

52. Staff in the early years provide children with guidance and support so that they learn to approach social situations confidently. Teachers model positive interactions and demonstrate respect and friendship so that children learn to treat others with kindness. Staff plan effective opportunities for children to work in group activities so that they learn to listen to different perspectives and collaborate respectfully. Children demonstrate positive manners around the lunch table and share friendly conversations with each other and with their teachers. Children participate in activities that require a variety of resources and willingly volunteer to help clear away afterwards. As a result, children learn to act in a supportive, helpful and cheerful manner.
53. Leaders provide a range of suitable opportunities for pupils to develop an understanding of social responsibility and to provide help within the local community. Pupils, including those in the early years, visit residential homes to perform songs and engage in friendly conversations with the elderly. Pupils support an urban farm and help to clear pathways and establish safe habitats for bugs and insects to thrive. Pupils help the local community to clear litter from the beach, which protects the environment. The school arranges food donations and provides support for people who are hungry and homeless. Pupils participate in concerts that raise money for local medical charities.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 54. All the relevant Standards are met.**

Safeguarding

55. Leaders ensure that there is a clearly written safeguarding policy that is reviewed in a timely manner and reflects current statutory guidance. Governors provide support and oversight of the school's safeguarding procedures, including through scrutinising the single central record of appointments (SCR) and leaders' reports and meeting with the safeguarding team.
56. Staff receive effective safeguarding training. All staff undertake 'Prevent' duty training so that they are alert to the dangers of extremism and radicalisation. Staff understand the procedures to report low-level concerns or allegations about adults who work at the school and know how to respond to and report any safeguarding concerns should they arise. The safeguarding team provides staff with ongoing support and training, including through a schedule of regular meetings. For instance, staff receive a safeguarding question every week to support and extend their safeguarding knowledge and understanding. Staff have a confident and robust understanding of the school's safeguarding practices.
57. Leaders with designated safeguarding responsibilities are trained appropriately for the role. They meet regularly to discuss any pastoral or safeguarding concerns so that decisions and actions are carefully considered and implemented. Leaders maintain detailed and clear safeguarding records that are in accordance with current statutory guidance. They consult with local safeguarding partners in a constructive and timely manner and refer safeguarding concerns to them when necessary.
58. Pupils learn that it is important to request help and support when necessary and know how to do so. Leaders display posters around the school so that pupils know who the members of the safeguarding team are. Leaders and staff promote pupils' confidence so that they can talk to any teacher at the school. Leaders provide 'worry boxes' so that pupils can seek support anonymously should they wish to.
59. Staff in the early years are aware of, and follow, the particular safeguarding expectations that relate to working with young children, such as those that relate to organising the premises for confidentiality, safeguarding and attendance.
60. Pupils are taught how to stay safe when online through PSHE and computing lessons, assemblies and online safety days. They learn about issues such as the importance of maintaining a positive digital footprint, changing passwords regularly and reporting any unusual or suspicious online activity to a trusted adult. Leaders implement a robust internet filtering and monitoring system that sends email alerts to senior staff. Any alerts that are registered are quickly investigated and recorded, as are any subsequent actions that are taken.
61. Leaders carry out all required safer recruitment checks before an adult begins work at the school. These checks are accurately recorded on a suitable SCR. The school's recruitment procedures reflect current guidance and are managed competently.

The extent to which the school meets Standards relating to safeguarding

62. The Standards relating to safeguarding are not met consistently with respect to attendance.
63. As a result, Standards relating to safeguarding are not met.

64. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR ¹ Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

Section 3: Pupils' physical and mental health and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

School details

School	Avalon School
Department for Education number	344/6016
Registered charity number	1088050
Address	Avalon School Caldy Road West Kirby Wirral CH48 2HE
Phone number	0151 625 6993
Email address	schooloffice@avalon-school.co.uk
Website	www.avalon-school.co.uk
Proprietor	Avalon School Educational Trust
Chair	Dr Catherine Kidd
Headteacher	Mrs Joanna Callaway
Age range	2 to 11
Number of pupils	106
Date of previous inspection	8 to 10 November 2022

Information about the school

65. Avalon School is a non-selective, independent co-educational day school in Wirral. The school is a charitable trust overseen by a board of governors. The school is divided into two sections: the infant department, for pupils aged two to seven years; and the junior department, for pupils in Years 3 to 6.
66. There are 31 children in Nursery arranged into two classes. There are eight children in Reception arranged into one class.
67. The school has identified 17 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.
68. The school has not identified any pupils who speak English as an additional language.
69. The school states that its aims are to provide the best opportunity for all pupils to learn and develop in a supportive and stimulating environment. It endeavours for all pupils to develop confidence, curiosity and the skills to achieve highly. The school seeks to foster in pupils an understanding and respect towards others and a sense of willingness and responsibility to support and help others.

Inspection details

Inspection dates

4 to 6 November 2025

70. A team of three inspectors visited the school for two and a half days.

71. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- health and safety tour
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

72. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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For more information, please visit isi.net