

St Michael and All Angels Catholic Primary School

Address: Sidney Powell Avenue, Westvale, Kirkby, Liverpool, Merseyside, L32 0TP

Unique reference number (URN): 104464

Inspection report: 6 May 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.

Expected standard

Inclusion

Expected standard

Leaders ensure that pupils' needs are identified early and with increasing accuracy. Staff quickly recognise needs, especially for pupils with speech and language or social, emotional or mental health needs. As a result, staff demonstrate growing confidence, matching support to pupils' needs and reviewing the impact of their work regularly.

A clear whole-school approach helps many pupils access learning. Staff use visual prompts, structured routines and targeted support effectively. Some pupils benefit from small group work to develop speaking and listening. These strategies help pupils take part in lessons with more confidence.

Disadvantaged pupils benefit from a well-considered approach. It works towards removing barriers to learning and wellbeing. These pupils benefit from taking part in trips, clubs and wider opportunities alongside their peers. Many pupils develop confidence and broaden their experiences through taking part in enrichment activities and leadership roles. For example, pupils with additional needs lead activities as playground helpers.

Leaders have established secure systems and supportive practice. These help many pupils access learning, participate fully and feel included in school life.

Personal development and wellbeing

Expected standard

Leaders provide a well-structured programme that promotes pupils' personal development and wellbeing effectively. This programme makes a positive difference to all pupils and enables them to make sense of the world around them. The school's ethos and activities support pupils' spiritual growth. Pastoral support teaches strategies, such as calming routines and reflection time. Some pupils enjoy channelling their creativity by making the impressive LEGO models that are displayed throughout the school. These moments help pupils feel proud of their achievements and talents.

Pupils develop positive habits, including respect and resilience. They understand how to treat others fairly and show kindness in daily interactions. The personal, social and health education programme prepares pupils well for life beyond school. Pupils learn how relationships change as they grow older, including important concepts, like consent. They can explain online risks and how to stay safe in different situations. Pupils respect other cultures and beliefs and understand why this is important. They also understand how to be healthy in mind and body.

Pupils enjoy wider opportunities, including clubs, charity events and leadership roles. For example, school councillors successfully requested more clubs for younger pupils. These roles help pupils build an age-appropriate understanding of fundamental British values. Pupils take part in fundraising for local, national and international charities with enthusiasm. Trips and visitors, such as residential visits and police workshops, enrich pupils' experiences. Some pupils in key stage 2, including those from disadvantaged backgrounds, have the opportunity to visit Madrid. Pupils spoke about these experiences with enthusiasm.

and the time they enjoy meeting friends in another country. These opportunities help pupils understand the world beyond their community.

Typically, pupils benefit from a broad programme and effective pastoral care. This supports their social, moral and emotional development.

Needs attention

Achievement

Needs attention 

Although published outcomes show some improvement, particularly in writing, this is not reflected consistently in pupils' current work across the curriculum subjects. Too many pupils do not develop secure, cumulative knowledge across subjects. Pupils, including disadvantaged pupils, often struggle to explain what they have learned. For example, some cannot recall recent topics without prompts or support. This suggests learning is not retained or built on effectively over time.

Gaps in pupils' foundational knowledge remain, especially in writing and sometimes mathematics. Teachers do not consistently identify or correct errors or misunderstandings. As a result, misconceptions continue and hinder pupils' understanding. Basic skills, such as handwriting and spelling, are not addressed systematically. Some pupils repeat errors over time, limiting accuracy and fluency.

Leaders recognise that recent curriculum changes have not yet secured consistent improvement. Limited continuity in staffing has slowed the impact of their actions. Overall, too many pupils are not ready for the next stage. Achievement remains uneven and is not improving securely over time.

Attendance and behaviour

Needs attention 

Attendance remains a concern and is below national averages. Too many pupils miss school regularly, limiting their learning and experiences. Some pupils arrive late, missing key instructions at the start of lessons. This disrupts routines and reduces learning time. Leaders have introduced strategies, such as working with families and external agencies. For example, they meet parents regularly to discuss attendance concerns. However, these actions are not yet having a sustained impact. Leaders are at an early stage of analysing attendance patterns precisely. They cannot yet demonstrate consistent improvement, particularly for vulnerable groups.

Pupils typically behave well and show respect towards adults and each other. Many arrive smiling and greet staff confidently at the start of the day. In classrooms, most pupils settle quickly and engage positively with learning. They listen carefully when expectations are clear and routines are well established. Targeted intervention and positive relationships help pupils manage emotions and return to learning quickly. At social times, behaviour is calm and orderly. Pupils play cooperatively and enjoy time with friends. Pupils say that any issues, including bullying, are dealt with quickly by adults. They trust staff to listen and

resolve concerns fairly. Across the school, relationships are positive, helping pupils feel secure and included.

Curriculum and teaching

Needs attention 

Teaching and curriculum implementation are not consistently secure across the school. In some lessons, activities do not match the intended learning closely enough. This limits how well pupils understand and remember key knowledge. Assessment is not used consistently to identify and address gaps in learning. For example, errors in pupils' work are sometimes not corrected. This allows misconceptions to persist and slows pupils' progress over time.

Expectations for pupils' writing are not consistently high enough. Teachers' modelling is sometimes inaccurate or unclear. Pupils are not regularly reminded to apply their learning in everyday writing. As a result, pupils do not develop secure knowledge and skills across subjects. Leaders have recently identified these weaknesses and made substantial curriculum changes. However, these improvements are at an early stage and not yet embedded. It is too soon to see a consistent impact across the school.

The revised curriculum is ambitious and clearly organised. It supports pupils to learn knowledge in logical steps over time. Leaders have provided appropriate training, particularly in mathematics and reading. Staff value these opportunities to develop their practice. However, staffing instability means improvements are not applied consistently in classrooms.

Early years

Needs attention 

Since the last inspection, leaders have taken positive steps to strengthen the early years provision. This includes prioritising communication and language. Nevertheless, teaching and provision are not consistently as effective as they should be. Adult interactions do not always deepen learning or extend children's thinking. For instance, adults sometimes miss opportunities to introduce new vocabulary during play activities. They do not consistently guide children to practise important skills, especially early writing. As a result, some children develop weak pencil grip or incorrect letter formation. In places, provision is less well developed and does not support learning across all areas. This limits children's opportunities to practise and apply their knowledge fully.

They have introduced systematic phonics teaching to support early reading. There is a sequenced curriculum mapping learning from Nursery to Reception. This helps children begin to build knowledge over time. For example, children practise retelling familiar stories and link sounds to letters during daily phonics sessions.

Relationships are positive, and children settle quickly into routines. They feel safe, follow instructions and engage willingly in activities. Warm interactions help children develop confidence and independence. Staff collaborate with families and other professionals to understand children's individual needs. They identify special educational needs and/or disabilities early and provide appropriate support.

Leaders have not yet secured consistent improvement in the quality of education across the school. There is a gap between leaders' intentions and what happens in classrooms. For example, variability remains in teaching, assessment and pupil support. While professional development is provided it is not sufficiently targeted or impactful to bring about the desired improvement.

Weaknesses such as inaccurate assessment and inconsistent feedback remain in some classes. Recent turbulence in leadership and staffing has slowed the pace of improvement. These challenges have made it harder to embed new systems securely across the school.

Leaders and governors demonstrate strong commitment to improving the school. They have taken steps to strengthen governance and begun to stabilise leadership. Together they have a clear understanding of strengths and areas for development. They provide appropriate support and challenge to leaders and school staff. They know the school well. Governors have supported leaders to bring about changes. Nevertheless, these have not sufficiently had the needed impact on academic achievement of pupils.

Relationships with staff and the community are generally positive and supportive. Leaders consider staff workload and wellbeing carefully. Most staff feel proud to work at the school. Leaders are working to build stronger relationships with families. Many parents attend events, although some remain concerned about past instability. Overall, leaders have taken appropriate action, but impact is not yet sustained.

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

Since the last inspection, the school has experienced significant turbulence in staffing and leadership. Frequent changes have disrupted routines and slowed improvement. Leaders have taken positive steps, but improvements are not consistent across the school.

Pupils experience a welcoming and caring school community. Positive relationships are evident between adults and those who attend. At the start of the day, staff greet everyone warmly. They help pupils to feel safe and valued as part of the school. The school's ethos naturally shapes daily life through reflection time, assemblies, and the everyday actions of pupils and staff. Pupils enjoy positive social times that strengthen relationships. Throughout the day, they feel valued as individuals.

In classrooms, many pupils settle quickly and try hard with their work. They often show pride when expectations are clear and routines are secure. However, pupils' learning experiences vary between classes and subjects. Many pupils complete tasks but struggle to recall earlier learning. At times, activities focus on completing tasks rather than building understanding. Pupils sometimes move on before securing essential knowledge. Basic skills are not always corrected carefully or consistently. This slows pupils' progress and limits confidence in their work.

Pupils move around the school with confidence. Many appreciate the calm and respectful atmosphere that adults promote. They know who to go to for help. They trust that staff will

listen to them and take their concerns seriously. Pupils recognise the importance of attending school. Nevertheless, some do not attend as regularly as they should. This means they miss important learning and experiences.

Beyond lessons, pupils enjoy friendships and lively playtimes. They take pride in roles such as school councillors and playground leaders. Pupils value trips and visitors, like residential visits and library outings. They also enjoy clubs, such as sports and creative activities after school. These experiences help pupils feel part of the school community. They build confidence and strengthen pupils' sense of belonging.

Next steps

- Leaders should ensure greater consistency in the delivery of the curriculum so that activities are carefully matched to the intended learning, enabling pupils to learn, remember and apply the knowledge and skills they are taught.
 - Leaders should support staff to use assessment more precisely so that they identify and address gaps in pupils' understanding, take account of pupils' starting points, and adapt teaching effectively so that learning builds securely over time.
 - Leaders should support staff to raise expectations of pupils' foundational skills, particularly in writing, so that pupils develop accuracy, fluency and pride in their work.
 - Leaders should use attendance information to identify patterns and trends, especially for vulnerable groups, and ensure that strategies are evaluated rigorously so that they lead to sustained improvements over time.
 - In the early years, leaders should improve the quality of adult-child interactions and ensure that provision supports children to develop secure foundations across all areas of learning.
 - Leaders and those responsible for governance should ensure that improvement strategies are sufficiently precise in addressing weaknesses in teaching. They should monitor the impact of their actions rigorously so that improvements are embedded quickly and consistently across the school.
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About this inspection

The co-chairs of the board of governors in this school are Christine Mason and Anthony McGuinness.

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, other senior leaders and staff. They also met with members of the governing board, including the co-chairs of governors, and spoke with representatives from the local authority and the archdiocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Catholic religious character. The school's last section 48 inspection was in March 2019.

The school does not currently use alternative provision.

Executive Headteacher: Rachael Tyler

Lead inspector:

Helen Friend, His Majesty's Inspector

Team inspectors:

Gary Bevin, 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 6 May 2026

School and pupil context

Total pupils

403

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

School capacity

390

Above 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)

31.35%

Close to 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

3.23%

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

16.38%

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 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	42%	61%	Below
2024/25 (final)	51%	62%	Below
2023/24 (final)	28%	61%	Below
2022/23 (final)	50%	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	62%	74%	Below
2024/25 (final)	66%	75%	Below
2023/24 (final)	50%	74%	Below

Year	This school	National average	Compared with national average
2022/23 (final)	72%	73%	Close to average

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%	72%	Close to average
2024/25 (final)	71%	72%	Close to average
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	77%	71%	Close to average

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	50%	73%	Below
2024/25 (final)	71%	74%	Close to average
2023/24 (final)	33%	73%	Below
2022/23 (final)	53%	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	35%	46%	Below
2024/25 (final)	55%	47%	Close to average
2023/24 (final)	26%	46%	Below
2022/23 (final)	37%	44%	Close to average

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	53%	62%	Below
2024/25 (final)	64%	63%	Close to average
2023/24 (final)	41%	62%	Below
2022/23 (final)	63%	60%	Close to average

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	68%	59%	Above
2024/25 (final)	64%	59%	Close to average
2023/24 (final)	70%	58%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	68%	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)	55%	61%	Close to average
2023/24 (final)	33%	59%	Below
2022/23 (final)	37%	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	35%	68%	-33 pp
2024/25 (final)	55%	69%	-15 pp
2023/24 (final)	26%	67%	-41 pp
2022/23 (final)	37%	66%	-29 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	53%	80%	-27 pp
2024/25 (final)	64%	81%	-17 pp
2023/24 (final)	41%	80%	-39 pp
2022/23 (final)	63%	78%	-15 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	68%	78%	-9 pp
2024/25 (final)	64%	78%	-15 pp
2023/24 (final)	70%	78%	-7 pp
2022/23 (final)	68%	77%	-9 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%	-41 pp
2024/25 (final)	55%	81%	-26 pp
2023/24 (final)	33%	79%	-46 pp
2022/23 (final)	37%	79%	-42 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)	7.2%	5.2%	Above
2023/24 (3 term)	7.1%	5.5%	Above
2022/23 (3 term)	7.3%	5.9%	Above

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)	21.2%	13.0%	Above
2023/24 (3 term)	25.9%	14.6%	Above
2022/23 (3 term)	25.1%	16.2%	Above

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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