

St Albert's Catholic Primary School

Address: Steers Croft, Stockbridge Village, Liverpool, Merseyside, L28 8AJ

Unique reference number (URN): 104467

Inspection report: 27 January 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ●
Needs attention	●
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Leaders and staff quickly get to know pupils and their families. Leaders swiftly and accurately identify pupils' needs. Staff receive the training they require. This enables them to use their impressive knowledge of pupils to match support to pupils' needs. This support is of a consistently high quality. As a result, pupils who face barriers to their wellbeing are given the support that they need to be ready for learning. Leaders routinely check the impact of their work to support pupils. If something does not work as well as it could, leaders quickly adapt to make sure that the support that pupils receive is consistently effective. This work has a profound and positive impact on pupils' attitudes to learning.

Pupils with special educational needs and/or disabilities receive high-quality and tailored support. Leaders make sure that they draw on external professionals and wider expertise to provide the best possible support. This is especially the case for pupils with greater learning difficulties. This support is precisely adapted for each pupil. Pupils quickly secure the important knowledge that they need to be ready for future learning.

Leaders use pupil premium funding judiciously and in the best interests of pupils. This has a positive impact on the experiences of pupils who face disadvantage. Leaders make well-considered use of alternative provision for a small number of pupils. This support is closely aligned to the needs that these pupils have.

Personal development and wellbeing

Strong standard ●

Leaders have established a carefully designed personal, social, health and economic (PSHE) curriculum. Staff support pupils to revisit and deepen their understanding of important aspects. Pupils develop a very secure knowledge of personal safety, money management and relationships. They know how to keep themselves safe when online. Leaders are agile in adapting the curriculum to address important issues such as knife crime and antisocial behaviour. Leaders enhance the PSHE curriculum through an annual careers week. In this, pupils find out about the fire service, entrepreneurship and the work of authors. These opportunities prepare pupils extremely well for their future lives.

Pupils learn about a diverse range of beliefs and cultures. They treat each other and those around them with the utmost respect. Pupils celebrate each other's differences. They warmly welcome pupils who are new to the school.

Leaders deliberately provide many opportunities for pupils to develop their sense of citizenship. Pupils make meaningful contributions to their school and beyond. Some participate in projects such as 'art in the community'. Others support with litter picking events or contribute to their community by delivering Easter gifts.

Leaders provide a number of opportunities for pupils to extend their learning. Pupils participate in sports clubs, messy church and film club. Some sing in the school choir or participate in local performing arts events. In addition, leaders provide a wide-ranging programme of trips, such as visiting the Houses of Parliament. These opportunities broaden pupils' interests and nurture their emerging talents.

Leaders carefully check pupils' participation in all aspects of personal development. They make sure that no one is left out. Staff routinely make careful adaptations that support pupils to access the school's broad offer, regardless of need. Pupils who face disadvantages, including those pupils with special educational needs and/or disabilities, access the same high-quality offer as their peers.

Expected standard

Achievement

Expected standard 

Across the curriculum, pupils typically achieve well. Pupils who face disadvantages achieve as well as similar peers nationally. Pupils with special educational needs and/or disabilities achieve well from their different starting points. The quality of pupils' work is consistent across different subjects.

Historic published test results for writing are below national averages. Leaders have implemented improvements to the way that writing is taught from the early years to Year 6. These improvements have impacted rapidly and positively on pupils' achievement. Current pupils' writing across the school is consistent and of high quality. When pupils leave this school, they are ready for the next stages of their education.

Curriculum and teaching

Expected standard 

Leaders have established an ambitious curriculum that typically supports pupils well. Leaders carefully select the most important knowledge that pupils need to acquire. This is generally taught effectively. Staff typically have the subject knowledge they require to teach well. In the main, they check that pupils remember new learning. However, in some subjects, the important previous knowledge that pupils need is less secure. This means pupils sometimes learn new things without the prior knowledge needed to understand them fully.

Leaders prioritise helping pupils to secure the foundations in reading, writing and mathematics that they need. Children in the early years quickly build up what they know in phonics and mathematics. In Year 1 and beyond, pupils become fluent readers and mathematicians. Staff support pupils to develop consistent handwriting. Pupils write with increasing confidence. Leaders' recent changes to how writing is taught have improved the work that pupils produce.

Staff routinely make adaptations to lessons to support pupils with special educational needs and/or disabilities. These adaptations focus precisely on the important knowledge that pupils need to secure. Pupils make solid progress as a result.

Early years

Expected standard 

As soon as children join Nursery, they receive intensive support from staff. This helps them to become ready for school. Children quickly settle into new routines. They thrive with the

range of opportunities that they have to explore the world around them. Staff typically support children well to develop their communication skills. Staff use deliberate interactions to build vocabulary. Children use this language in their own play and exploration. In Reception, children master phonics and the early stages of mathematics. Staff read with them regularly. Children rehearse familiar stories, joining in happily with the words.

Leaders work in close partnership with parents and carers. This helps children's special educational needs and/or disabilities to be swiftly identified and well supported. An increasing number of children arrive in school without the skills they need to be ready for learning. Leaders take highly effective action so that children quickly gain these skills. However, some children lag behind in their writing. Leaders have taken effective action to address this. Across the early years curriculum, children acquire the important knowledge that they need to be ready for Year 1 and beyond.

Leadership and governance

Expected standard 

Governors have an accurate view of the school. They use their expertise to check carefully on the impact of actions that leaders take. Leaders and governors are unrelenting in the welcome and inclusion offered to all pupils. This commitment to inclusion sits at the heart of leaders' and governors' work. It has a positive impact on pupils and families.

Those responsible for governance fulfil their statutory duties well. They help to guide and support leaders. The school makes sure that resources are carefully matched to the needs of the pupils it serves. This extends beyond the school gates. Leaders often provide support for families where local support is harder to access. The investment that leaders and governors make in supporting the wellbeing of families and pupils is of particular note.

Staff receive professional learning that leads to continued improvement. This includes teachers who are at an earlier stage in their career. Staff value leaders and appreciate the care that leaders provide for their wellbeing. Leaders and staff are committed to the pupils in this school.

Needs attention

Attendance and behaviour

Needs attention 

Overall, pupils' attendance is low. Many pupils miss out on important aspects of their education. While this is the case, leaders take well-considered action to improve attendance. From early years onwards, staff develop trusting relationships with parents and carers. Leaders know precisely the barriers that pupils face. In several instances, the school is effective in reducing these barriers so that attendance improves. Over time, fewer pupils have high or regular absences.

Pupils behave well. Leaders have established a well-ordered environment. Secure routines help pupils to settle quickly into their learning. Staff implement the school's approach to behaviour well. Lessons are calm and focused. Pupils' conduct in lessons and at breaktimes is very positive. They treat each other and those around them with kindness and respect. If

pupils struggle to manage their behaviour, staff provide high-quality support to help them to get back on track quickly. Staff explicitly teach pupils the tools that they need to manage their feelings and behaviour. Pupils learn to use these tools independently. Bullying rarely happens. If it does, leaders take effective action to make sure that it stops.

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

The school's culture helps pupils know that they belong. Those from many different countries are welcomed. Pupils are proud that their school is a 'school of sanctuary'. One pupil summed up the views of others, saying, 'All are welcome here.'

Pupils' needs are identified quickly and accurately. The school develops deep knowledge of them and their families. This knowledge shapes careful support for pupils. Often, the support for pupils' families is pivotal in keeping pupils safe and well cared for. The barriers to learning that many pupils face are removed or reduced. As a result, pupils are ready to learn. They flourish with this high-quality support.

Pupils benefit from a consistent set of expectations. They rise to these and behave very well. From the Nursery onwards, children quickly settle to new routines. Children develop the good habits needed for future positive behaviour and success. Pupils learn through positive relationships with staff. Pupils then copy this in their relationships with each other. Bullying is rare. If it happens, the school takes swift and effective action to make sure that it stops.

A number of pupils struggle to attend well. They get a lot of support with attendance. When this happens, individual pupils that receive extra support successfully reduce their absence. However, attendance overall remains too low.

Pupils enjoy a carefully structured curriculum. It is generally taught well. Pupils enjoy their learning. Some achieve less well in writing. Pupils receive well-considered help in this area. More widely, pupils extend their learning through a range of well-chosen visits. These opportunities significantly enhance and broaden their experiences.

Next steps

- The school should develop its attendance systems and procedures so that attendance improves.
 - In some subjects, the school should make sure that pupils routinely rehearse important prior knowledge so they remember this knowledge in the long term and fully access new learning.
 - Leaders should embed the strategies that they have designed so that outcomes in writing improve.
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About this inspection

The chair of the board of governors in this school is Angela Tambourini-Gunning.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

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

The inspectors confirmed the following information about the school:

The school is registered as having a Roman Catholic religious character and is in the Archdiocese of Liverpool. The most recent section 48 inspection of the school's religious character took place in February 2024.

The school runs a breakfast club for pupils.

The school makes use of 2 registered alternative provisions.

Headteacher: Lorraine McEvoy

Lead inspector:

Jen Sloan, His Majesty's Inspector

Team inspectors:

Moira Loftus, Ofsted Inspector

Lee Comber, 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 27 January 2026

School and pupil context

Total pupils

236

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

245

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

63.92%

Well above average

What does this mean?

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

National average: 26.3%

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

8.47%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

27.97%
Well above average

What does this mean?

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

National average: 15%

Location deprivation

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	56%	61%	Close to average
2024/25 (revised)	57%	62%	Close to average
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	52%	60%	Close to average

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	67%	74%	Below
2024/25 (revised)	67%	75%	Below
2023/24 (final)	74%	74%	Close to average
2022/23 (final)	60%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	72%	Below
2024/25 (revised)	63%	72%	Below
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	52%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	73%	Close to average
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	81%	73%	Above
2022/23 (final)	72%	73%	Close to average

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	40%	46%	Close to average
2024/25 (revised)	45%	47%	Close to average
2023/24 (final)	44%	46%	Close to average
2022/23 (final)	27%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	62%	Below
2024/25 (revised)	59%	63%	Close to average
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	33%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	59%	Below
2024/25 (revised)	55%	59%	Close to average
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	27%	58%	Below

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	64%	60%	Close to average
2024/25 (revised)	68%	61%	Close to average
2023/24 (final)	69%	59%	Close to average
2022/23 (final)	53%	59%	Close to average

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	40%	68%	-28 pp
2024/25 (revised)	45%	69%	-24 pp
2023/24 (final)	44%	67%	-24 pp
2022/23 (final)	27%	66%	-40 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 (revised)	59%	81%	-22 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	33%	78%	-45 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	45%	78%	-32 pp
2024/25 (revised)	55%	78%	-24 pp
2023/24 (final)	50%	78%	-28 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	27%	77%	-51 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	64%	80%	-16 pp
2024/25 (revised)	68%	81%	-12 pp
2023/24 (final)	69%	79%	-11 pp
2022/23 (final)	53%	79%	-26 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 (2 term)	8.0%	5.2%	Above
2023/24 (3 term)	7.2%	5.5%	Above
2022/23 (3 term)	9.8%	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 (2 term)	27.3%	13.3%	Above
2023/24 (3 term)	28.1%	14.6%	Above
2022/23 (3 term)	32.2%	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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