

St Anne's Catholic Primary School

Address: Marina Crescent, Huyton, Liverpool, Merseyside, L36 5XL

Unique reference number (URN): 104477

Inspection report: 17 March 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 ●

Personal development and wellbeing

Strong standard ●

Leaders provide an extremely well-designed and coherent programme of personal development. Pupils learn in depth about fundamental British values. They know the signs of healthy relationships and understand how discrimination affects people with features protected by law. They value equality of opportunity and discuss how stereotypes, such as those relating to gender or disability, should be challenged, including in sport. Pupils gain an understanding of religions and cultures different from their own. They recognise the importance of respecting different viewpoints and understand in detail why knowledge of other religions helps to prevent unintentional offence.

The school offers a variety of opportunities that enrich the curriculum and bring learning to life. For example, pupils gain confidence by taking part in musical productions, operas, and seasonal singing events in the community. Leaders hold careers fairs that introduce a wide range of professionals to pupils, including those with special educational needs and/or disabilities. This raises pupils' career aspirations.

Physical fitness is woven into the fabric of school life, with pupils and staff participating in the daily mile together. Pupils carry out studies of famous sportspeople, inspired by real-life role models. Sports competitions cater for pupils of all abilities. Pupils choose to attend a rich selection of clubs that nurture their talents and interests, including art, drama and cross country. Leaders track pupils' participation to ensure that the most vulnerable pupils consistently benefit for these excellent opportunities.

Pupils also carry out a range of meaningful responsibilities, including as school councillors and eco monitors, contributing to the school community. When pupils and their families seek pastoral support, they are met with a warm, caring approach. The support provided is thoughtfully tailored to their specific needs. Pupils are exceedingly well prepared for life in modern Britain.

Expected standard ●

Achievement

Expected standard ●

Most pupils achieve well as they progress through the school. They acquire secure knowledge in reading, writing and mathematics, enabling them to access learning confidently across subjects. They demonstrate pride in their efforts, creating high-quality work across the curriculum. Pupils talk confidently about their learning. For example in science, they articulate how the circulatory system works and link this to their own physical fitness. Pupils are well prepared for their next steps in learning.

The proportion of pupils who met the expected standard in writing in 2025 at the end of Year 6 was below the national average. Many of the pupils in this year group had special educational needs and/or disabilities or faced other barriers to learning. Leaders have acted

promptly and decisively to ensure that all pupils receive the support they need to succeed in writing. This work is having a positive impact on the quality of pupils' writing in school.

Attendance and behaviour

Expected standard 

Leaders prioritise improving attendance and punctuality for all pupils. Leaders review attendance information regularly and respond swiftly to any decline. They thoughtfully adjust their strategies when needed. They monitor persistent absence closely and support families in a sensitive but constructive manner. As a result, pupils' attendance is in line with national averages, including for disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Pupils are friendly and respectful. They happily converse with one another and adults. Leaders have established a calm, nurturing culture in which staff know pupils well. Staff have high expectations of behaviour and make appropriate adaptations for pupils who need any additional support.

Pupils focus fully on their learning. When required, they collaborate effectively to solve problems or complete tasks, and they are encouraging and supportive of one another. Pupils, including those with SEND and those who face other barriers to learning, demonstrate high levels of self-control and conduct themselves appropriately. For example, pupils listen attentively to questions and to each other's responses, showing interest and consideration. Pupils feel confident to report incidents of bullying or harassment because they trust staff to respond quickly and effectively.

Curriculum and teaching

Expected standard 

Leaders have implemented an ambitious curriculum. It supports pupils to build on their prior knowledge from the early years to the end of Year 6. Teaching across the school consistently teaches the knowledge that leaders have set out in the curriculum. Phonics is taught every day by skilled staff, helping pupils to become fluent readers. This enables pupils to learn the information they need to be well prepared for their next stage.

Staff demonstrate sound subject knowledge and use this effectively to teach new content and skills with accuracy. They present information clearly, use well-chosen questions, and show pupils what to do before expecting pupils to do it themselves. This helps pupils to apply what they have learned independently.

Generally, staff adapt learning activities so that pupils with barriers to their learning, including those with special educational needs and/or disabilities, can learn the same curriculum alongside their peers. However, staff do not consistently correct pupils' misconceptions, and so pupils sometimes make repeated errors. Leaders have already identified that this occurs in writing, meaning that those pupils who struggle to write can struggle to catch up.

Overall, leaders check how well the curriculum is taught, and staff use this information to inform and improve their teaching.

Early years

Expected standard 

Children, including those who face barriers to their learning, make a positive start to their early education at St Anne's. Children access a wide range of play opportunities across the curriculum. Staff are well trained and skilfully ensure that communication, language and vocabulary are woven into every activity. They engage children in high-quality conversations. Children enthusiastically listen to stories, rhymes and poems. They enjoy their daily phonics sessions. Children's behaviour is a strength. They develop in to confident individuals who sustain interest in tasks and are eager to talk about their experiences.

Leaders make regular checks on children's progress so that they can address any gaps that they identify. On the whole, they do this effectively. On occasion, this is less effective for the writing of a few children, including those with special educational needs and/or disabilities. Leaders' work to improve this is ongoing, as part of their drive to improve writing across school.

Leaders establish effective partnerships with families. They work closely with parents and carers to help children feel nurtured, safe and ready to learn. By the end of the Reception year, children are typically well prepared for their learning in key stage 1.

Inclusion

Expected standard 

Leaders have established a culture that enables pupils to feel included and high expectations are extended to all. Pupils' needs are quickly and accurately identified through an approach that involves parents and carers at every stage. Leaders ensure that additional funds are used to support pupils effectively, including those who are disadvantaged. This ensures that all pupils access the same high-quality opportunities.

Leaders regularly check on pupils' progress. Overall, staff are well trained. They know how to adapt lessons and resources to enable pupils to learn effectively. This means that pupils typically progress well through the curriculum from their different starting points. However, leaders acknowledge that for a minority of pupils with special educational needs and/or disabilities, tracking systems are not as precise as they could be. Where this is the case, leaders do not have a secure understanding of the knowledge that these pupils build and staff to not support these pupils as effectively.

Leaders swiftly seek advice from professionals when needed to support pupils. Staff meet regularly with the virtual school to ensure that pupils in care are prioritised. Leaders use alternative provision appropriately. Leaders maintain full accountability for the pupils' attendance, progress and wellbeing while they are temporarily learning elsewhere.

Leadership and governance

Expected standard 

Leaders are responsive to the changing context and increase in proportion of pupils with special educational needs and/or disabilities who attend the school. Leaders' accurate oversight means that they quickly notice and improve any areas of the provision that are not working as well as they expect. They make changes in the best interests of pupils, including those who face barriers to learning. This is exemplified in their determined actions to

improve writing outcomes. The school is outward-facing, and their partnerships with other local schools enhance pupils' access to enrichment opportunities. For example, the school collaborates with local schools to share transport to competitions and events.

Governors fulfil their statutory duties and bring a broad range of skills to their roles. They are knowledgeable about the school's strengths and areas for development, particularly in relation to achievement. Governors provide both robust challenge and timely support to leaders. They are wholeheartedly committed to sustained improvement.

Leaders provide staff with effective, relevant professional development. As a result, staff have the expertise that they need to teach the curriculum well. Staff morale is high. Staff speak positively about how leaders consider their workload and wellbeing. Staff feel valued, included in decision making and appreciative of the training and professional development that they receive. They are proud to work at the school.

Parents and carers, especially those of pupils who face barriers to learning, are complimentary of the school's work. Parents particularly value the wealth of extra-curricular activities that the school offers.

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

Staff make pupils feel welcome at St Anne's Catholic Primary School. They enjoy school because teachers value them and know them individually. Pupils often skip into school, eager to begin learning. Pupils' enjoyment of learning motivates them to attend school.

The school's curriculum is broad and ambitious. Pupils, including those who face barriers to their learning, typically build their knowledge over time. They are prepared effectively for their next stages of education. By the end of Year 6, pupils generally achieve well, in line with national expectations. In 2025, this was not the case for pupils' writing scores. As a result, leaders have taken a proactive approach to address this.

Children in the early years begin their schooling securely. They build their knowledge of new words, numbers and the world around them fully, preparing them for future learning.

Pupils show determination to do their best. Bullying is rare. This helps pupils to feel safe in school. Pupils trust that staff will resolve any behaviour issues quickly. Pupils behave well in lessons and move around the school calmly. Playground buddies model high expectations for younger pupils at lunchtimes by teaching them how to cooperate and be kind to each other.

Pupils make excellent use of the school's impressive wider enrichment opportunities. For example, residential visits that take place throughout Years 4 to 6 enable pupils to take on a wide variety of outdoor pursuits. This builds their independence and resilience. Leaders have carefully designed experiences so that pupils become active citizens within their locality. For example, pupils raise money for local charities, deliver donations and take part in local council events. Pupils develop an understanding of economic education, learning how to budget effectively and distinguish between wants and needs.

Next steps

- Leaders should further refine their oversight of pupils' progress, including those with special educational needs and/or disabilities (SEND), so that the school has clear and detailed evidence to promote even stronger pupil achievement.
 - Leaders should support staff, including those in the early years, to close gaps in pupils' writing skills. They should ensure that progress in writing, especially for those pupils who need to catch up, is consistently positive.
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About this inspection

The chair of the board of governors in this school is John Casson.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, other senior leaders and staff. They also met with members of the governing board, including the chair of governors.

The inspectors confirmed the following information about the school:
This school is registered as having a Roman Catholic religious character.

The school's last section 48 inspection was in January 2024.

The school uses one registered alternative provider.

Headteacher: Liam Anderson

Lead inspector:

Ruth Moran, His Majesty's Inspector

Team inspectors:

Keith Pullen, Ofsted Inspector

Alex Keane, 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 17 March 2026

School and pupil context

Total pupils

340

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

280

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)

16.35%

Below average

What does this mean?

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

National average: 26.3%

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

3.82%

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

14.12%

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

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	61%	Close to average
2024/25 (revised)	47%	62%	Below
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	67%	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	76%	74%	Close to average
2024/25 (revised)	73%	75%	Close to average
2023/24 (final)	84%	74%	Above
2022/23 (final)	71%	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	63%	72%	Below
2024/25 (revised)	51%	72%	Below
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	67%	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	79%	73%	Close to average
2024/25 (revised)	71%	74%	Close to average
2023/24 (final)	84%	73%	Above
2022/23 (final)	83%	73%	Above

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	28%	46%	Below
2024/25 (revised)	30%	47%	Below
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	56%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	60%	63%	Close to average
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	39%	59%	Below
2024/25 (revised)	40%	59%	Below
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	56%	60%	Close to average
2024/25 (revised)	50%	61%	Close to average
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	28%	68%	-40 pp
2024/25 (revised)	30%	69%	-39 pp
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	56%	80%	-24 pp
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	39%	78%	-39 pp
2024/25 (revised)	40%	78%	-38 pp
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	56%	80%	-24 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	5.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	9.7%	13.3%	Below
2023/24 (3 term)	13.2%	14.6%	Close to average
2022/23 (3 term)	10.0%	16.2%	Below

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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