

St Anne's Catholic Primary School

Address: Overbury Street, Liverpool, Merseyside, L7 3HJ

Unique reference number (URN): 104681

Inspection report: 10 February 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 ●

Attendance and behaviour

Strong standard ●

Leaders prioritise attendance and monitor it closely. They establish clear expectations for regular attendance and act quickly when absence rises. Leaders work with families and external agencies to remove barriers, including for pupils with special educational needs and/or disabilities and those who are disadvantaged. Their actions secure attendance that is above national averages. Persistent absence has reduced and remains well below national levels.

Leaders have established a calm and orderly culture with clear expectations. Staff apply routines and expectations consistently in every class. Pupils behave well, treat each other with respect and show positive attitudes to learning. Staff teach pupils strategies to regulate their emotions, including breathing techniques and short focus activities to help them settle. Pupils use these strategies independently when needed. Lessons remain purposeful and learning is rarely disrupted. Pupils welcome new classmates, including those new to the country, and help them settle quickly. They show consideration for others and respect different cultures and beliefs. Pupils trust adults, who know them well, to respond quickly to any concerns. Incidents of bullying or discrimination are rare and dealt with effectively. This helps pupils feel safe and confident in school.

Curriculum and teaching

Strong standard ●

Leaders design and implement an ambitious curriculum that equips pupils with the knowledge and skills they need for the next stage of education. Teachers organise content in logical steps so that pupils build securely on prior knowledge. They revisit essential knowledge and key vocabulary regularly so that pupils remember it over time.

Teachers deliver the intended curriculum consistently across the school, and pupils experience the same high expectations in every class. Leaders strengthen teachers' subject expertise through focused training and effective oversight so that teaching remains precise. Staff check what pupils know and remember in each lesson. They identify gaps quickly and adjust teaching straight away so pupils secure learning before moving on.

Leaders prioritise the expert teaching of reading, writing and mathematics. Staff teach phonics very effectively and match reading books closely to pupils' phonics knowledge. Teachers build pupils' skills in handwriting from the early years so that by Year 6, pupils present their work neatly and consistently. When pupils do not grasp learning in phonics or writing, teachers provide timely, targeted support so they catch up and keep up with their peers, including pupils with special educational needs and/or disabilities and those who speak English as an additional language.

Early years

Strong standard ●

Children get off to an excellent start in the early years. Many join with limited spoken English and from vulnerable backgrounds. Staff provide care and education that are precisely matched to children's ages and needs. They identify additional needs quickly and adapt

provision seamlessly so that all children, including those who are disadvantaged or have special educational needs and/or disabilities, can access learning fully. Staff work closely with parents and carers to understand each child's experiences and starting points. This helps them build effectively on what children already know and can do.

Staff use consistently high-quality interactions to develop children's communication and language. They introduce new vocabulary deliberately through daily routines and real-life experiences. Staff model this language throughout the day, enabling children to build a wide range of words.

Leaders have designed a well-sequenced early years curriculum that builds children's knowledge across all areas of learning. Reading is prioritised from the start. Children in Reception learn phonics every day with fidelity to the school's chosen approach. They read books matched closely to the sounds they know, including bilingual texts. As a result, children become increasingly fluent and accurate readers and are well prepared for their transition into Year 1.

Inclusion

Strong standard ●

Leaders are highly ambitious for all pupils. They make sure every pupil, whatever their background or circumstance, can access the same curriculum as their peers. They ensure teaching responds to pupils' needs without lowering expectations. Teachers make precise adjustments so pupils can understand and take part fully. As a result, pupils stay engaged in lessons and grow in independence.

Leaders identify pupils' needs at the earliest stage. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and pupils who speak English as an additional language. When staff notice any difficulties pupils may have, they provide the right support straight away. Leaders also provide pastoral support for pupils and their families. This helps pupils feel safe, settled and ready to learn.

Leaders provide effective training that builds staff expertise. This equips staff to support pupils well in lessons and beyond. Leaders check how well support is working and adapt it when needed. This ensures pupils who need extra help receive consistent, highly effective support. Leaders use additional funding so disadvantaged pupils benefit from targeted help and achieve well. They check the impact of this funding and of alternative provision carefully to ensure that both meet pupils' needs.

Leadership and governance

Strong standard ●

Leaders know the school well. They keep a sharp focus on what pupils need to thrive. They set high expectations for every pupil and act in their best interests, including those who are disadvantaged, have special educational needs and/or disabilities, or speak English as an additional language. Leaders use information carefully. They spot strengths and identify where practice needs further work. This guides their decisions and drives steady improvement across the school.

Governors meet their statutory duties. They challenge and support leaders with clear purpose. They check that leaders' actions lead to real improvements in pupils' learning. For

example, governors review the impact of leaders' work to strengthen writing. As a result, pupils' writing continues to improve and more pupils are producing work that reflects the high expectations leaders have set.

Parents and carers are positive about the school. Many value the care, guidance and education their children receive. They recognise the difference this makes to pupils' learning and development.

Leaders make staff development a priority. They provide high-quality training that builds expertise across the school, including for teachers early in their career. Staff feel valued and supported. They say leaders listen to their views and take account of workload and wellbeing when making decisions.

Leaders and governors work together to sustain an ambitious and inclusive culture. They know pupils well. They support them with care. They encourage every pupil to achieve their best.

Personal development and wellbeing

Strong standard ●

Leaders shape pupils' personal development through a well-designed curriculum and a wide range of meaningful experiences. Pupils learn how to stay safe, both online and offline, and gain a clear understanding of equality and diversity through age-appropriate teaching, including relationships and sex education. Leaders deliver this sensitively, taking account of pupils' backgrounds and working closely with families. This helps pupils build secure values, make responsible choices and keep themselves safe in school and beyond.

Pupils develop a strong understanding of different cultures, faiths and traditions within their diverse community. They discuss similarities and differences with maturity and show respect for beliefs that are not their own. Pupils, including those who speak English as an additional language and those who are disadvantaged, take part fully in school life and learn from one another. Families share their traditions through celebrations that enrich pupils' learning and broaden their awareness of the wider world.

Every pupil, from Reception to Year 6, successfully learns to swim. Pupils gain confidence, improve their skills and compete with pride. They explore interests through clubs and wider opportunities in sport, music and the arts, which widen their horizons and strengthen teamwork and resilience.

Leaders provide effective pastoral and emotional support that helps pupils manage their feelings and well-being. Pupils know that staff understand them and respond quickly to their needs. They learn strategies to regulate their emotions and value the calm spaces that help them when they feel overwhelmed. This supports their positive engagement with learning and with school life.

Pupils play an active role in school life. Through roles such as the pupil council, they represent their peers, share ideas and take part in decisions. Pupils talk confidently about fairness and responsibility. These experiences build their character and prepare them well for life in modern Britain.

Expected standard

Achievement

Expected standard

Pupils join the school at different stages and with varied prior experiences. Many face barriers to learning, and their starting points differ widely. Leaders check progress closely and ensure teaching builds effectively on what pupils already know. Over time, most pupils gain secure knowledge and skills, particularly in reading and mathematics. They often achieve above-average results in national tests. They are well prepared for the next stage of education.

Leaders ensure pupils with special educational needs and/or disabilities, pupils who speak English as an additional language and disadvantaged pupils receive targeted support. Disadvantaged pupils, in particular, make substantial progress from their starting points and outperform similar groups of pupils nationally.

A small number of pupils, however, do not consistently meet national expectations in phonics at the end of Year 1 or in writing at the end of key stage 2.

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

Pupils describe St Anne's as a place where they feel safe, known and valued. Each morning begins with warm greetings from staff who care. Pupils know staff listen to them and take their views seriously. Staff reduce barriers to learning for disadvantaged pupils, those with special educational needs and/or disabilities and those who speak English as an additional language. Pupils understand that staff set high expectations and want them to succeed. This helps pupils settle quickly and focus on learning.

Pupils behave well and enjoy learning. From the early years, they learn routines that help them manage their behaviour. They move calmly around the school and treat others with respect. Bullying and discrimination are rare and pupils trust staff to deal with concerns quickly. Pupils attend regularly and understand why this matters.

Pupils experience the school's Catholic ethos in daily acts of kindness, forgiveness and service. They speak about treating others as they wish to be treated and recognise that each person is unique. Pupils come from a diverse community. They celebrate different cultures and beliefs and respect views that differ from their own. They welcome new pupils and help them to settle.

Pupils live out the school's vision, 'we love, we learn, we grow together'. They take part in a wide range of opportunities beyond lessons, including swimming, trips, clubs and enrichment activities. Through roles such as pupil leaders and school councillors, pupils develop responsibility, leadership and kindness. These experiences build confidence and show pupils how they contribute to school life.

The majority of pupils achieve well across the curriculum and take pride in their work. However, some pupils do not secure the depth of knowledge they need in phonics and

writing. They are not as well prepared for the next stage of education as they should be.

Next steps

- Leaders should continue to strengthen the consistency and precision of phonics and writing teaching so that more pupils, including those who speak English as an additional language and those who join mid-phase, secure essential knowledge quickly and a greater proportion reach higher standards over time.
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About this inspection

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

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

Following our updated 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, including the special educational needs coordinator, during the inspection. The lead inspector spoke with a representative of the local authority. She also spoke with a group of governors that included the chair of the governing body.

Inspectors visited lessons, spoke with pupils, looked at curriculum information and pupils' workbooks. They reviewed a range of school documentation.

Inspectors spoke with several pupils, staff, parents and carers and considered the responses to Ofsted's surveys for these groups.

The inspectors confirmed the following information about the school:

The school currently uses registered alternative provision.

Headteacher: Gillian Murphy

Lead inspector:

Dianne Holcroft, His Majesty's Inspector


Team inspectors:

Michelle Joyce, Ofsted Inspector

Joanne Hewson Hewson, 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 10 February 2026

School and pupil context

Total pupils

233

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

296

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)

56.68%

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

2.15%

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

26.61%

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

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	68%	61%	Above
2024/25 (revised)	64%	62%	Close to average
2023/24 (final)	67%	61%	Close to average
2022/23 (final)	71%	60%	Above

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	78%	74%	Close to average
2024/25 (revised)	86%	75%	Above
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	75%	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 (revised)	64%	72%	Below
2023/24 (final)	72%	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	78%	73%	Close to average
2024/25 (revised)	82%	74%	Above
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	77%	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	60%	46%	Above
2024/25 (revised)	65%	47%	Above
2023/24 (final)	58%	46%	Close to average
2022/23 (final)	58%	44%	Above

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	72%	62%	Above
2024/25 (revised)	85%	63%	Above
2023/24 (final)	69%	62%	Close to average
2022/23 (final)	65%	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	65%	59%	Close to average
2024/25 (revised)	65%	59%	Close to average
2023/24 (final)	65%	58%	Close to average
2022/23 (final)	65%	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	71%	60%	Above
2024/25 (revised)	80%	61%	Above
2023/24 (final)	69%	59%	Close to average
2022/23 (final)	65%	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	60%	68%	-8 pp
2024/25 (revised)	65%	69%	-4 pp
2023/24 (final)	58%	67%	-10 pp
2022/23 (final)	58%	66%	-9 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	72%	80%	-7 pp
2024/25 (revised)	85%	81%	4 pp
2023/24 (final)	69%	80%	-10 pp
2022/23 (final)	65%	78%	-13 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	65%	78%	-12 pp
2024/25 (revised)	65%	78%	-13 pp
2023/24 (final)	65%	78%	-12 pp
2022/23 (final)	65%	77%	-12 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	71%	80%	-9 pp
2024/25 (revised)	80%	81%	-1 pp
2023/24 (final)	69%	79%	-10 pp
2022/23 (final)	65%	79%	-14 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)	4.2%	5.2%	Below
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	4.9%	5.9%	Below

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)	7.7%	13.3%	Below
2023/24 (3 term)	13.8%	14.6%	Close to average
2022/23 (3 term)	15.1%	16.2%	Close to average

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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