

# Faith Primary Academy

**Address:** Prince Edwin Street, L5 3LW

**Unique reference number (URN):** 149406

## Inspection report: 6 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** ●

### **Attendance and behaviour**

**Strong standard** ●

Attendance is consistently impressive and significantly above national averages. Leaders' relentless actions to tackle absence are incredibly effective. They offer bespoke support for pupils with special educational needs and/or disabilities and those with the most complex challenges. This ensures these pupils attend school regularly.

Behaviour across the school is praiseworthy. It is calm, respectful and purposeful. Pupils demonstrate remarkable courtesy to staff and peers, rarely needing reminders about expectations. Instances of low-level disruption are almost non-existent. Leaders and staff respond with notable speed and expertise to any concerns. Bullying and discriminatory behaviour are not tolerated. Pupils have absolute confidence that issues will be addressed promptly and decisively. Throughout the school, pupils exhibit extraordinary resilience, self-control and unwavering positivity towards learning. This creates a truly unique, oasis-like environment that maximises learning in every area.

### **Inclusion**

**Strong standard** ●

Inclusion is woven into the fabric of school life. Leaders' inclusive ethos is evident in everyday practice. They make sure that pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils, and those known to social care participate fully in lessons, enrichment activities and leadership roles. This means that pupils feel respected and valued as part of the school community.

Leaders identify pupils' needs quickly and accurately, including those of disadvantaged pupils and those with SEND. Staff receive suitable training and support to implement the school's approach. Staff adapt teaching, for example by effectively using visual prompts and providing additional adult support during lessons. Targeted interventions, such as phonics catch-up groups and speech and language programmes, help pupils to make progress through the curriculum. Leaders monitor the impact of these strategies and adjust provision when needed. Staff swiftly and effectively adjust provision to make a sustained difference to pupils in care.

The pupil premium strategy funds initiatives like one-to-one reading support and subsidised trips. This ensures that all pupils can access more opportunities. Leaders work closely with families and external agencies, hosting termly SEND review meetings and offering parent workshops on supporting learning at home.

### **Personal development and wellbeing**

**Strong standard** ●

The school offers an extensive and carefully tailored programme of personal development. It has a significant and positive impact on pupils' experiences. Leaders adapt provision to meet the needs of disadvantaged pupils and those with special educational needs and/or disabilities, ensuring equity of access. Pupils develop secure knowledge of fundamental British values and respect for protected characteristics. They participate fully in a wide range

of enrichment activities, including music, sport and cultural events. Pupils are proud of their successful crops in the school allotment. They make a delicious sauce out of the tomatoes. These opportunities nurture pupils' talents and interests.

Teachers deliver personal, social and health education very effectively. It equips pupils with the knowledge and confidence to make informed choices about health, relationships and safety. Pupils spoke about difficult issues with impressive maturity. Leaders track and refine the programme to anticipate pupils' needs. This is supported by highly effective pastoral care. It is well targeted and sensitive to pupils and the needs of their families.

Pupils take an active part in the school community. One group of pupils worked together to create a positive change on anti-social behaviours. Another group noticed that some peers were not crossing the road safely, so they launched a campaign. The school council are also excited to be involved with the local council in the design of a local park. As a result of these opportunities, pupils are confident, resilient and reflective. They contribute positively to the school and the wider community.

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## Expected standard

### Curriculum and teaching

Expected standard 

Leaders have a clear understanding of curriculum quality. They act promptly to improve teaching where impact is inconsistent. Leaders have constructed an ambitious, broad and balanced curriculum that is carefully sequenced so pupils can build knowledge progressively. Staff prioritise strong foundations in reading, writing and mathematics. Daily phonics sessions and targeted catch-up work help pupils secure essential skills. Teachers generally deliver the curriculum well. They are supported by leaders, who ensure that staff have the subject knowledge they need through regular training and coaching.

Adaptations and adjustments help disadvantaged pupils, including those with special educational needs and/or disabilities, and those in social care. This reduces barriers to their learning and wellbeing. However, on a small number of occasions, staff do not check what pupils already know and do not know. This means that sometimes staff do not identify and address gaps in pupils' learning. In turn, gaps in some pupils' knowledge widen. Additionally, for some pupils, staff do not ensure that pupils have fully grasped subject-specific vocabulary. When this occurs, it hinders their progress through the curriculum.

### Early years

Expected standard 

Leaders prioritise the early years and ensure statutory requirements are met. The curriculum is well-sequenced to build on children's prior learning. It focuses on communication and language, successfully supporting children's vocabulary development. Many pupils have low starting points. Staff in the early years make sure that these children get off to a positive start.

Staff typically engage children in purposeful interactions, such as story time and role play. However, on occasion, teaching expertise is less effective, and teachers do not always revisit and reinforce important learning. This means that some children do not deepen their knowledge as well as they could. Phonics teaching is systematic and helps children learn letter sounds quickly. Mathematics is introduced through practical activities like counting games and sorting shapes. Activities, such as building rockets, capture children's curiosity and enthusiasm for learning. Children benefit from well-resourced indoor and outdoor areas that promote exploration and independence.

Leaders monitor provision and adapt support for disadvantaged children and those with special educational needs and/or disabilities. Staff build warm, positive relationships with families quickly. This helps parents and carers know that their children are well cared for. An increasing number of children leave Reception ready for Year 1.

## Leadership and governance

Expected standard 

Leadership is effective and well informed. They keep children at the heart of their decision-making. Leaders have an accurate understanding of the school's performance. They use this insight to prioritise actions that improve outcomes for pupils. This includes those who are disadvantaged or have special educational needs and/or disabilities. The changes that leaders have made are beginning to have a positive impact on pupils' outcomes, and this is evident for younger pupils.

Those responsible for governance provide effective challenge and support. They ensure that resources are used strategically, for example funding outdoor learning spaces and providing pupils with a safe haven. Leaders monitor the impact of their decisions and adapt strategies where needed. Staff benefit from a coherent, evidence-informed professional development programme. It builds expertise, including training in mastery mathematics and inclusive practice.

Leaders handle workload thoughtfully, and staff feel valued. They appreciate the support that their colleagues across the multi-academy trust provide. This brings in additional expertise to enhance the school's offer. Leaders foster a culture of high expectations and professionalism that permeates school life. Engagement with parents and the wider community is a strength. Initiatives such as family learning workshops and community events contribute to pupils' success.

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## Needs attention

### Achievement

Needs attention 

Pupils' achievement remains inconsistent across year groups. While some pupils produce work of suitable quality, too many do not know or remember the essential knowledge they need to progress through the curriculum. Published outcomes have been variable over time and, in several areas, remain below national averages, particularly at the end of key stage 2. Disadvantaged pupils and some pupils with special educational needs and/or disabilities do

not make the progress through the curriculum that they should from their starting points, although gaps are beginning to close. The lower than national 2025 published outcomes were partly due to the high mobility within this cohort. This means that many of these pupils had not benefited from the quality of the school's curriculum and teaching.

Over the last few years, leaders have introduced targeted actions, including additional staff training and focused interventions, which have secured improvements in early reading and mathematics. This is shown by stronger outcomes in the Year 1 phonics screening and Year 4 multiplication tables check. However, it is too soon to see sustained impact at key stage 2, which means some pupils are not as prepared for key stage 3 as they should be.

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

Pupils at Faith Primary feel part of a close-knit, caring community where everyone is known and valued. The school's ethos of "Compassion, Inclusion, Respect" is evident in daily routines and relationships. Staff greet pupils warmly each morning and take time to check on their wellbeing. This creates a safe and welcoming environment. Parents and carers are regularly invited into school for celebrations and workshops. Pupils take pride in contributing to school life, whether through the school council or announcing daily attendance figures over the announcement system. Their impressive attendance reflects how much pupils value being part of this community.

Faith Primary is a place where pupils flourish beyond the classroom. Behaviour is calm and respectful. Bullying is very rare. Pupils feel safe because staff respond quickly and effectively to any concerns. Staff help pupils in managing their emotions. This ensures that those facing trauma or disadvantage receive support to be ready for learning. Pupils relish opportunities to explore the wider world. They plant vegetables in the school allotment, cook with catering staff and visit local libraries to get their own lending cards. Music is a standout feature. Every child learns an instrument and performs on stage, building confidence and joy. The personal development programme and mental health strategies prepare pupils well for life in modern Britain.

Leaders know that published outcomes at the end of key stage 2 must improve. This means that some pupils are not as prepared as they could be for high school in some subjects. Leaders are addressing this with targeted interventions and providing high-quality training for staff. Nevertheless, pupils enjoy learning. Pupils who have special educational needs and/or disabilities learn successfully alongside their peers. Real-life experiences motivate pupils to learn more. In the early years, children engage in activities that prepare them well for Year 1. Published outcomes for phonics and the multiplication check are now much improved. This shows the impact of leaders' focus on literacy and mathematics. Leaders aim to ensure that all pupils leave Faith Primary fully ready for the next stage of education.

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## Next steps

- Leaders should improve outcomes for pupils so that more are ready for the next stage of their education.
  - Leaders should ensure that staff consistently maximise opportunities for high-quality interactions in the early years to deepen children's learning.
  - Leaders should support staff in making sure gaps in pupils' learning are successfully addressed.
  - Leaders should ensure that staff are supported to further develop pupils' subject-specific vocabulary.
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## About this inspection

This school is part of The Liverpool Joint Catholic and Church of England Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Heather Duggan, and overseen by a board of trustees, chaired by Angie Holden.

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.

Inspection activities:

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the multi-academy trust, local governing committee, as well as representatives of the local authority, the archdiocese and diocese.

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

The inspectors confirmed the following information about the school:

This school is registered as having both Catholic and Church of England religious characteristics. The most recent section 48 inspection, which is an inspection of the school's religious character, took place in June 2019.

The school does not use any alternative provision.

The school has undergone a significant change since the last inspection. The school joined a multi-academy trust and there has been a change in leadership.

Executive headteacher: Lynne Gannon

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**Lead inspector:**

Helen Friend, His Majesty's Inspector

**Team inspectors:**

Louise Atkin, Ofsted Inspector

Amy Fidler Fidler, 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 January 2026

**School and pupil context****Total pupils**

**198**

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**

**240**

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)**

**54.17%**

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

**3.54%**

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

**33.33%**

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		61%	
2024/25	43%	62%	Below
2023/24	65%	61%	Close to average
2022/23		60%	

### 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		74%	
2024/25	61%	75%	Below
2023/24	65%	74%	Below
2022/23		73%	

### 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
<b>Latest 3 year average</b>		72%	
<b>2024/25</b>	50%	72%	Below
<b>2023/24</b>	69%	72%	Close to average
<b>2022/23</b>		71%	

## 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
<b>Latest 3 year average</b>		73%	
<b>2024/25</b>	57%	74%	Below
<b>2023/24</b>	65%	73%	Below
<b>2022/23</b>		73%	

## 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
<b>Latest 3 year average</b>		46%	
<b>2024/25</b>	32%	47%	Below

Year	This school	National average	Compared with national average
2023/24	33%	46%	Close to average
2022/23		44%	

### 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		62%	
2024/25	53%	63%	Close to average
2023/24	33%	62%	Below
2022/23		60%	

### 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		59%	
2024/25	42%	59%	Below
2023/24	33%	58%	Below
2022/23		58%	

### 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
<b>Latest 3 year average</b>		60%	
<b>2024/25</b>	47%	61%	Below
<b>2023/24</b>	33%	59%	Below
<b>2022/23</b>		59%	

## 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
<b>Latest 3 year average</b>		68%	
<b>2024/25</b>	32%	69%	-38 pp
<b>2023/24</b>	33%	67%	-34 pp
<b>2022/23</b>		66%	

## Disadvantaged pupils reaching the expected standard in reading

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

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		80%	
<b>2024/25</b>	53%	81%	-28 pp
<b>2023/24</b>	33%	80%	-46 pp
<b>2022/23</b>		78%	

### **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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		78%	
<b>2024/25</b>	42%	78%	-36 pp
<b>2023/24</b>	33%	78%	-44 pp
<b>2022/23</b>		77%	

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		80%	
<b>2024/25</b>	47%	81%	-33 pp
<b>2023/24</b>	33%	79%	-46 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

## 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 terms)	3.7%	5.2%	Below
2023/24	3.9%	5.5%	Below
2022/23	4.4%	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 terms)	7.1%	13.3%	Below
2023/24	7.2%	14.6%	Below
2022/23	10.7%	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.

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