

# Faith Primary Academy

URN: 149406 | Inspected: 06 January 2026

## 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.

## 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

# Faith Primary Academy

URN: 149406 | Inspected: 06 January 2026

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.

## 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.

## 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,

# Faith Primary Academy

URN: 149406 | Inspected: 06 January 2026

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.

## 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.

## 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

# Faith Primary Academy

URN: 149406 | Inspected: 06 January 2026

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. Needs attention

## 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. Expected 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.

# Faith Primary Academy

URN: 149406 | Inspected: 06 January 2026

---

---

**For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:**

<https://whatschool.ai/en/school/faith-primary-academy-liverpool>