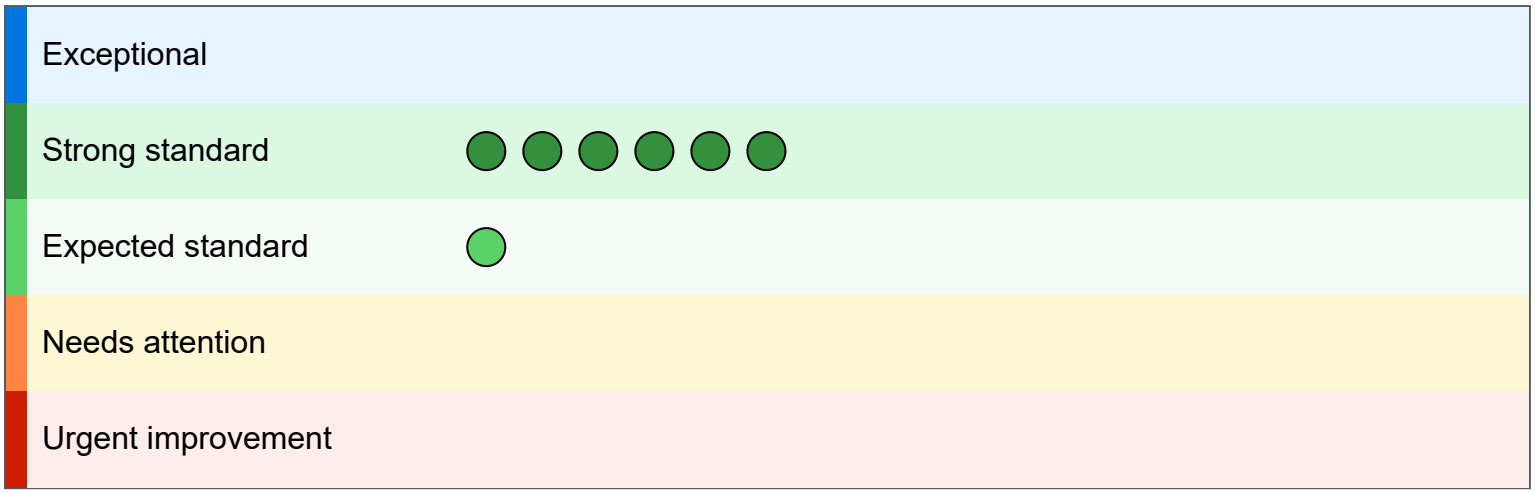
Sudley Primary School

Address: Aigburth Road, Liverpool, L17 6BH

Unique reference number (URN): 150149

Inspection report: 23 June 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.

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

Achievement

Strong standard

Pupils of all ages achieve exceedingly well. Children get off to a flying start in the early years. Pupils progress through the school, successfully securing essential knowledge. By the end of Year 6, their attainment in national assessments reaches beyond national levels. This includes pupils who are disadvantaged.

Pupils present their work with pride and increasing independence as they grow. For example, they write balanced arguments and thoughtfully evaluate the achievements of historical figures such as Alfred the Great. Pupils who face barriers to learning make extensive progress from their starting points.

Pupils of all ages demonstrate an impressive depth of understanding. Younger pupils talk confidently about what they are learning in the moment. Older pupils articulate and explain their reasoning in detail. For example, Year 6 pupils discuss Liverpool's historical connections to the slave trade and how this has shaped the city over the years. Pupils are extremely well prepared for the next stages of their education.

Attendance and behaviour

Strong standard

Leaders have made attendance a continuously high priority. Their visible presence to families at the school gates is a daily reminder of leaders' high expectations. Pupils attend school very well. With the exception of disadvantaged pupils, attendance figures are well above national levels. Leaders regularly track attendance data and meet with families if attendance begins to fall. Staff offer thoughtful, practical support to parents and carers to overcome barriers to attendance. This work is helping to maintain positive routines for all and improve the attendance of disadvantaged pupils over time.

The school's approach to supporting pupils' behaviour is rooted in positive relationships. Pupils, including those who face barriers to learning, behave incredibly well. They move about the school sensibly. They are kind, polite and confident. Pupils are a delight to hold a discussion with, supporting each other's contributions by giving their full attention and prompting their less confident peers without taking over. Pupils demonstrate self-discipline and respect as the norm. In the classroom, they fully immerse themselves in learning with curiosity and enthusiasm. Staff deal with any negative behaviour swiftly and sensitively. Any forms of bullying or discrimination are not tolerated.

Curriculum and teaching

Strong standard

Leaders ensure that curriculums are ambitious, well ordered and of consistently high quality across all subjects and year groups. There is a clear and deliberate focus on pupils securing the essential skills needed to read, write and use numbers confidently. Leaders make highly effective use of their checks on teaching to carefully refine the curriculum. They act decisively to address any concerns. For example, leaders recently introduced a new handwriting policy after noting some inconsistencies. The positive impact of this can been seen across the school.

Staff receive high quality, relevant training to enable them to deliver the curriculum well. They are knowledgeable about the subjects that they teach. Across the curriculum, they carefully introduce pupils to knowledge that builds on what they have previously learned. Staff's clear modelling and teaching of vocabulary helps pupils to develop their language and articulate their understanding. Pupils have regular opportunities to retrieve prior learning and make links across the curriculum.

Staff adapt lessons skilfully for pupils who find learning difficult, making sure that their independence is still fostered. Staff are quick to identify pupils who have not yet secured the basic learning in reading, writing and mathematics. Pupils benefit from highly targeted and well-delivered support to help them catch up.

Early years

Strong standard

Leaders are highly knowledgeable about early childhood development and have embedded an ambitious curriculum. Children, including those who face barriers to learning, build their knowledge and skills steadily, gaining independence as they go through the year. A very high proportion of children achieve well.

Staff in the early years receive specific training to enable them to deliver the curriculum with expertise. Staff consider children's wellbeing and welfare a priority, for example by making sure children apply sun cream and put hats on before going outside. Children feel safe, happy and at ease in their setting. Staff plan inviting activities indoors and out, using every opportunity to engage children in high-quality conversation. This helps children to develop their language and communication skills.

Children learn familiar texts, rhymes and songs. The exemplary delivery of the phonics programme helps children to acquire the knowledge and skills they need to learn how to read.

Staff monitor the work that children produce and use this analysis to make sure that any gaps in children's knowledge are filled effectively. Children's writing books show clear progression in phonics, sentence construction and vocabulary development. As they near the end of the Reception year, children demonstrate increasing skills, concentration and readiness for Year 1.

Leadership and governance

Strong standard

Since the last inspection, leaders have carefully managed two separate, long-standing school communities, values and expectations into one school. This has been achieved successfully, with leaders remaining responsive to all viewpoints and perspectives across the school community. Leaders at all levels continue to evaluate, reflect and act on priorities for the school. Leaders consider the impact of each change thoughtfully. They make sure that pupils, particularly the most vulnerable, are at the centre of their thinking.

The governing board takes pride in the school's positive reputation and the unwavering commitment that staff show towards pupils. Through regular visits and meetings, governors maintain an accurate understanding of the day-to-day workings of the school, enabling them to hold leaders to account effectively.

Staff are overwhelmingly positive about the way that leaders and governors consider their workload and wellbeing. They feel valued and heard and say that there is an open, supportive culture in the school. Staff, including early career teachers, receive high-quality, relevant training that enables them to continually develop their practice. Staff enjoy being part of a larger team. This has enhanced professional learning, enabling them to draw on a wider range of colleagues' expertise. They appreciate that they are afforded time to develop within their roles.

Parents and carers express high praise for the school, citing the positive changes they have seen in recent years. They particularly appreciate the staff's dedication to both academic success and the holistic care and understanding they show each pupil.

Personal development and wellbeing

Strong standard

Leaders provide an extremely well-thought-out programme for pupils' personal development. Leaders prioritise those pupils who are vulnerable or face challenges to their learning, to make sure that they get the best out of the school's offer. Through the personal, social, health and economic education curriculum, pupils learn about the importance of healthy relationships. They identify kindness, loyalty and support as key parts of friendship. They understand securely the concept and importance of consent.

Pupils know how to take care of their physical health. They relish the chance to represent their school in athletics, cross country and football competitions. Pupils also learn how to stay safe on the roads, near open water and how to recognise danger online. Pastoral support is effective. Pupils talk confidently about how to manage their mental health. They describe how their 'roar rainbow' helps them to rate how they are feeling on a scale of 1 to 10. Staff build trusting relationships with pupils and their families so that they feel comfortable to ask for help if they need it.

Pupils have an impressive understanding of fundamental British Values and relate them to their school values. Using their work on Rosa Parks as an example, they explain that treating others unfairly is never acceptable, that everyone is unique and should be accepted for who they are. The school council are democratically elected. They serve as ambassadors for the school, taking an active role in decisions around the recent school renovations.

Pupils are encouraged to be aspirational. They attend careers events in Years 5 and 6 that broaden their horizons and begin to spark ideas about their future careers.
A range of clubs such as origami, cartoon club and choir help to nurture pupils' talents and interests. Overall, pupils are extremely well prepared for life in modern Britain.

Expected standard

Inclusion

Expected standard

Leaders set high expectations for all pupils, including those who are vulnerable and face challenges to their learning. Leaders identify pupils' needs quickly and accurately. They work closely with families and external agencies to understand pupils' barriers to learning or wellbeing.

Staff receive appropriate training to adapt their practice so that they reduce any barriers effectively. This ensures that pupils, including those with special educational needs and/or disabilities (SEND), get the right help at the right time. Staff know pupils extremely well. They use a range of ways to make sure that pupils with SEND are supported to learn and experience success alongside their peers.

Leaders make skilful use of additional funding from the pupil premium grant to ensure that disadvantaged pupils have access to the same opportunities as their peers. Staff are aware of those pupils and make sure that they fully access the support they need. For example, they prioritise their access to popular clubs.

Leaders have identified that they could strengthen their oversight of how well their actions are working. They are developing greater rigour in how they check the impact of what they do. This will help to make sure that pupils with SEND and those who face other barriers receive the best possible support.

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

Pupils arrive at Sudley Primary School with smiles on their faces. They are welcomed by staff who greet them warmly each morning. Pupils enjoy a peaceful, spacious setting across two sites. Staff provide caring, attentive support, which helps pupils to feel safe and settled.

Since becoming a primary school, leaders have successfully built a shared culture and set of values. Pupils embody these values. They demonstrate high levels of respect towards staff and one another. Pupils are resilient when tackling challenges and reflective in their thinking when they are learning. They take responsibility for their actions and show pride in their school and its surroundings.

Leaders' and staff's high expectations are reflected in the school's excellent attendance and attainment outcomes. Across the school, pupils' attainment is well above national age-related expectations. Pupils, including those who are disadvantaged, are extremely well prepared for the next stage of their education. Pupils with special educational needs and/or disabilities make appropriate progress from their starting points as they move through the curriculum.

Pupils immerse themselves in learning with curiosity and enthusiasm. They rightly trust staff to deal quickly and effectively with any rare behaviour incidents or bullying issues that may arise. Pupils' personal development is given the same high priority as their academic

achievement at this school. A wide range of activities and events enhance pupils' enjoyment of learning. For example, as part of their art and design studies, some pupils recently enjoyed a practical loom weaving workshop with their parents and carers. Other pupils talked excitedly about their trips to the zoo, forest and a museum. Activities like this help to sustain high levels of attendance and bring the curriculum to life.

Next steps

- Leaders should further strengthen the school's monitoring systems for pupils with SEND and disadvantaged pupils to ensure that the impact of any support is evaluated robustly so that pupils receive the most effective support.

About this inspection

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

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 HMI.

Inspectors spoke with the headteacher, other senior leaders and staff. The lead inspector also met with members of the governing board, including the chair of governors, and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school has undergone a significant change since the last inspection. The former infant and junior schools amalgamated in 2023 to form Sudley Primary school.

The school currently uses 1 registered alternative provision.

Headteacher: Scott Connell

Lead inspector:
Ruth Moran, His Majesty's Inspector

Team inspectors:
Louise Atkin, Ofsted Inspector
Karen Morris, Ofsted Inspector
Tony McCoy, 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 23 June 2026

School and pupil context

Total pupils

797
Well above 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

Pupils eligible for free school meals (FSM)

10.29%
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

1.13%
Below 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

11.79%
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		61%	
2024/25 (final)	83%	62%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	86%	61%	Above
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 (final)	90%	75%	Above
2023/24 (final)	91%	74%	Above
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
Latest 3 year average		72%	
2024/25 (final)	92%	72%	Above
2023/24 (final)	89%	72%	Above
2022/23		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
Latest 3 year average		73%	
2024/25 (final)	93%	74%	Above
2023/24 (final)	92%	73%	Above
2022/23		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
Latest 3 year average		46%	
2024/25 (final)	69%	47%	Above
2023/24 (final)	78%	46%	Above
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 (final)	77%	63%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	83%	62%	Above
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 (final)	88%	59%	Above
2023/24 (final)	78%	58%	Above
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
Latest 3 year average		60%	
2024/25 (final)	92%	61%	Above
2023/24 (final)	89%	59%	Above
2022/23		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
Latest 3 year average		68%	
2024/25 (final)	69%	69%	0 pp
2023/24 (final)	78%	67%	10 pp
2022/23		66%	

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		80%	
2024/25 (final)	77%	81%	-4 pp
2023/24 (final)	83%	80%	4 pp
2022/23		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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (final)	88%	78%	10 pp
2023/24 (final)	78%	78%	0 pp
2022/23		77%	

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		80%	
2024/25 (final)	92%	81%	12 pp
2023/24 (final)	89%	79%	9 pp
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 (3 term)	3.7%	5.2%	Below
2023/24 (3 term)	3.9%	5.5%	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 (3 term)	6.5%	13.0%	Below
2023/24 (3 term)	6.7%	14.6%	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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