

# Our Lady Mother of the Saviour Catholic Primary School

Inspection report

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<b>Unique Reference Number</b>	111378
<b>Local authority</b>	Halton
<b>Inspection number</b>	378292
<b>Inspection dates</b>	6–7 March 2012
<b>Lead inspector</b>	Clare Henderson

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	184
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patricia Goodstadt
<b>Headteacher</b>	Sheila Rafferty
<b>Date of previous school inspection</b>	7 May 2009
<b>School address</b>	Lapwing Grove Palacefields Runcorn WA7 2TP
<b>Telephone number</b>	01928 711921
<b>Fax number</b>	01928 717945
<b>Email address</b>	S.OLMSprimary@halton-borough.gov.uk

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## Introduction

### Inspection team

Clare Henderson  
Drew Crawshaw

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 16 lessons taught by eight teachers and three teaching assistants, listened to individual pupils reading in Years 1, 2 and 6 and scrutinised pupils' work. They held meetings with members of the governing body, staff, the school improvement partner and three groups of pupils. They observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment and the way in which the school evaluates its own performance. There were no responses to the on-line questionnaire (Parent View) to consider when planning the inspection. The inspector scrutinised the questionnaires completed by staff and pupils and analysed the 42 received from parents and carers.

## Information about the school

This school is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. An above-average proportion of pupils has special educational needs. The vast majority of pupils are from White British backgrounds. A few pupils are from minority ethnic backgrounds. There are no pupils who have English as an additional language. The school meets the current floor standard. The school has gained the Active Mark and Healthy Schools status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school which has continued to improve since the last inspection. This is because senior leaders and members of the governing body have given high priority to improving the quality of teaching and learning and have established a sharper focus on using assessment information to track pupils' progress and set higher expectations. Consequently, leadership and management are good.
- Children get off to a good start in the Early Years Foundation Stage and make good progress and achieve well. All groups of pupils, including those with special educational needs and those with disabilities, make good progress and achievement is good and occasionally outstanding in Key Stage 1 and 2 classes.
- Pupils at the end of Year 2 attain average standards in reading. This is because high priority is given in the Early Years Foundation Stage and in Years 1 and 2 to developing pupils' understanding of letter names and their corresponding sounds. When they leave school in Year 6, their attainment in reading, writing and mathematics is above average for all groups of pupils.
- Pupils enjoy coming to school. They say how safe they feel in school. Behaviour around school and in lessons is good. Good spiritual, moral, social and cultural development underpins the work of the school.
- The quality of teaching is good. Achievement and teaching are not outstanding because in some lesson the more-able pupils are not challenged enough. Furthermore, although reading, communication and mathematical skills are extended well within all subjects of the curriculum, teachers do not provide enough opportunities for pupils to extend their writing skills.

## What does the school need to do to improve further?

- Raise pupils' overall achievement to outstanding in all year groups by:
  - ensuring that all teachers provide consistent challenge in lessons for more-able pupils
  - ensuring that teaching provides enough opportunities for pupils to improve their writing skills in all subjects of the curriculum.

## Main Report

### Achievement of pupils

Pupils make good progress and achieve well. In all lessons, pupils are eager to learn. They are industrious and strive to give of their best. They enjoy working independently, in pairs and small groups where they willingly contribute their thoughts and ideas. Pupils listen respectfully to the views of others. For instance, in a Key Stage 2 English lesson, pupils learned at a rapid pace. They were successfully challenged to use thinking, reasoning and communication skills to evaluate their own and the learning of their classmates, praising their efforts and suggesting how work could be improved. However, in a few lessons, opportunities for more-able pupils to forge ahead with their learning are slowed as they have to wait for the rest of the class to complete tasks. This acts occasionally as a brake on accelerating progress at a faster rate.

Children join the Early Years Foundation Stage with skills that are generally below age-related expectations and sometimes well below expected levels. They make good progress because teaching and provision support their learning effectively. Well-established links with parents and carers enable children to settle happily. Pupils continue to make good and, in some year groups, outstanding progress as they move up through the school. By the end of Key Stage 1, attainment has, in recent years, been below the national average. However, standards in reading, writing and mathematics are rising and are now broadly in line with national averages at the end of Year 2.

School data, confirmed by lesson observations and scrutiny of pupils' work during the inspection, show that attainment, by the end of Key Stage 2, has risen considerably since the last inspection. This is because expectations have been raised and assessment information used more precisely to track pupils' progress and provide support as needed. Consequently, all groups of pupils make good and, in some year groups, outstanding progress to reach above average standards in reading, writing and mathematics by the time they leave in Year 6. Pupils with special educational needs and those with disabilities also make good progress because of the effective support they receive. The teaching of letter names and their corresponding sounds is good. As a result, pupils make good progress in developing their reading skills. Questionnaires returned by parents and carers show that most are more than satisfied with the progress their children are making.

### Quality of teaching

Most parents and carers are pleased with the quality of teaching their children receive. Pupils also say that the teaching they receive is good. The quality of teaching in the Early

Years Foundation Stage displays some outstanding qualities as children are encouraged to become independent learners. For instance, a visit during the night from the pirate Black Beard sparked an investigation into the disappearance of the class treasure box. This stimulated high levels of excitement, discussion and written work as children set about solving the mystery. The quality of teaching in Key Stage 1 classes is good and occasionally outstanding. This is because teachers are secure in knowing how well individuals are doing and what the needs of different groups are. Teachers plan activities that are usually appropriately challenging for different groups of learners by age and ability. However, sometimes the level of challenge is too low for the more-able or they have to wait while other groups complete their work.

Teaching is conducted at a lively pace with good variety so that pupils are kept interested. For example, in one Key Stage 2 English lesson, pupils' interest was stimulated and held by a wide variety of activities such as active involvement, use of questioning and explanations to recount a story they had written. As a result, pupils were fully engaged and appropriately challenged. Their progress was consequently outstanding. Marking is regular and gives clear indications of what pupils need to do to improve their work. Learning support assistants make an effective contribution to the learning and progress of those with special educational needs and those with disabilities. Support for pupils who find reading difficult or whose numeracy skills are weak is well planned and very effective in accelerating their progress.

Good teaching is supported by a good curriculum. Topic work has been introduced to provide opportunities for pupils to develop their literacy and numeracy skills in more meaningful contexts. However, all teachers do not consistently provide enough opportunities for pupils to extend their writing skills across the curriculum. In lessons, pupils are encouraged to work respectfully together and with the adults working with them. This, and the strong relationships between adults and pupils, make a valuable contribution to pupils' good spiritual, moral, social and cultural development.

### **Behaviour and safety of pupils**

Returned questionnaires show that a few parents and carers do not feel that behaviour in lessons is good enough. However, pupils say that behaviour is consistently good. They say that lessons are very rarely interrupted because of inappropriate behaviour and, if this happens, adults are quick to deal with it effectively. This was borne out by inspection observations and analysis of the school's behavioural records which provide strong support for behaviour being good. Pupils are clear about what behaviour is expected of them and any failure to live up to the high expectations is dealt with fairly and consistently. The overwhelming majority of parents and carers do not express any concerns about bullying. Pupils say that bullying is rare and, again, on the few occasions when it occurs, it is dealt with swiftly and effectively. Racial bullying or name-calling is also rare and is dealt with swiftly and effectively.

Support workers are highly effective in helping pupils who find it difficult to manage their own behaviour and they involve families closely in the implementation of appropriate strategies. The school has comprehensive procedures in place to check on and promote good attendance. As a result, and because of pupils' positive attitudes towards school, attendance levels are above average. Pupils say how safe they feel in school. Parents and carers are unanimous in feeling that the school keeps their children safe. Pupils talk knowledgeably about the dangers inherent in using the Internet. They understand what constitute potentially dangerous situations and how to avoid and/or handle them. For

instance, the highly effective Year 6 road safety officers present workshops to younger children on the dangers present on the roads. Such skills of leadership prepare pupils well for their future lives.

## **Leadership and management**

The good improvements evident in pupils' achievement and the quality of teaching since the last inspection are supported by the drive and determination of senior leaders and the members of the governing body to see the school improve further. All staff have improved their understanding of what makes the best teaching through well-targeted training and support. Leaders and managers are clear that improvements that they have made in provision for, and progress in, reading, writing and mathematics are a major factor in securing higher attainment. The school, under a strong lead from the deputy headteacher, has developed a very good system for monitoring the progress of individual pupils and groups. There are effective strategies in place for tackling any identified underachievement and for bringing pupils back on track. These improvements have raised attainment and accelerated progress since the last inspection, and this indicates a good capacity to improve further. Leadership and management are good rather than outstanding because a significant minority of staff are new to their management roles. They have not had enough time, though it is built into school planning, to monitor fully the effectiveness of all curriculum areas.

The governing body has a clear understanding of what the school needs to do to drive up standards. It has been influential in a number of improvements. For example, by remodelling the school building, the environment for learning has improved significantly. The effectiveness of the school's systems for promoting equality and tackling discrimination is evident in the harmonious relationships which exist in the school, as well as in the good progress made by all groups of pupils. The governing body and staff ensure that safeguarding procedures meet statutory requirements and ensure that the school is a safe place for everyone.

The impact of the curriculum on pupils' outcomes is good. Topics and themed days add effectively to pupils' cultural experiences. All pupils benefit from a good choice of extra-curricular activities. Pupils told inspectors how much they enjoyed these events. They confirm these activities add enjoyment to their learning. Spiritual, moral, social and cultural development is good because these aspects are woven effectively into all the subjects that pupils study. Pupils learn to care for, respect and reflect on beliefs and values and they respond positively to the good range of cultural opportunities provided by the school. They also said how much they enjoy the Friday afternoon 'Golden Time' where they can choose from a range of fun-based learning activities, but they also explained how this was a privilege that had to be earned by good behaviour.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add up exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 March 2012

Dear Pupils

**Inspection of Our Lady Mother of the Saviour Catholic Primary School  
Runcorn, WA7 2TP**

Thank you so much for helping us during our visit. We enjoyed meeting and talking with so many of you. You are right to be proud of your school. It is a good school that takes good care of you and helps you to achieve well. It was pleasing to hear that you feel safe in school and are confident that the staff will give you help when you need it. We were impressed with your responsible attitudes and the way the road safety officers and school councillors, in particular, consider the feelings of others well. We read the comments made by your parents and carers. The vast majority was very pleased with all that your teachers do to help you to learn and enjoy school. Please thank them for taking the time to write to us.

Many of you talked about how lessons are fun and interesting and it was good to see how well you worked in many of your lessons, concentrating hard and enjoying all of the different activities school puts on for you after school. We were very interested to hear you talk about how much you enjoy the topics you study and 'Golden Time'. It is clear that the leaders and managers, together with the governing body and all staff, have worked hard to make the school an enjoyable place for you to learn.

Your headteacher and all the school's leaders are determined to continue to improve your school so that you all do as well as you possibly can. To do this, we have asked them to make sure that teachers provide work in all lessons which challenges the most-able pupils more. We have also asked teachers to give you enough opportunities to extend your writing skills in all your lessons. We hope you will play your part by continuing to work hard and to do your best to make your school even better.

Yours sincerely

Clare Henderson  
Lead inspector

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