

Inspection of a good school: Saviour CofE Primary School

Eggington Street, Collyhurst, Manchester, M40 7RH

Inspection dates:

5 and 6 October 2021

Outcome

There has been no change to Saviour CofE Primary School's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy coming to this welcoming and friendly school. Pupils who are new to the school find it easy to make friends here. Pupils use the golden rules of 'Be ready, be respectful and be safe' to create a happy and positive atmosphere. The pupils who spoke to the inspector said that they feel lucky and proud to be part of the school.

Pupils said that they understand the harmful effects of bullying. As such, instances are rare. Pupils know that staff will act quickly to address any signs of misbehaviour, or incidents of bullying before they escalate. Pupils feel safe because of the care they receive from staff. Pupils know who to approach if they have any concerns.

Pupils are enthusiastic about the opportunities that they have to develop their learning beyond the classroom. They have a wide range of clubs, such as boxing, outdoor learning, and dance, as well as opportunities to learn musical instruments. They undertake extra art and design projects with visiting professionals and access workshops in holiday time, such as one for drama with the Royal Theatre Company.

However, the expectations that leaders and teachers set for pupils' learning, including those pupils with special educational needs and/or disabilities (SEND), in reading and some other subjects are not high enough. Pupils cannot recall some of the key knowledge that they have learned because the curriculum they are taught does not build on what they know.

What does the school do well and what does it need to do better?

Senior leaders have started to take appropriate action to address weaknesses in the school's curriculum. Their efforts have been hampered by the effects of the COVID-19 (coronavirus) pandemic and by several key staffing changes. The staff currently at the school feel well

supported by leaders and feel that they are considerate of their workload. They are all on board with the direction that leaders and governors have set for improving the school.

Leaders have put in place two new libraries and a new reading scheme to promote a love of reading across the school. Teachers match books to pupils' phonics knowledge well. However, there is not a coherent approach to the teaching of reading, including phonics. Although children in the Reception Year learn appropriate letters and sounds, pupils in key stage 1 have fallen behind the school's intended curriculum. This is mainly because the previous phonics programme for the early years and key stage 1 was not good enough. In addition, the systems in place to support pupils to catch up with their phonics knowledge have not been effective.

The special educational needs coordinator has put effective measures in place to identify pupils who have difficulties in learning. For some pupils, the intensive support that they have received to develop their speech and language has led them to reading and communicating with increasing confidence and fluency. However, the weaknesses in the curriculum for reading mean that many pupils with SEND continue to struggle to read fluently.

Subject leaders have clearly thought about what they want pupils to achieve by the end of each year in each subject, including in the early years. However, in some subjects, such as geography and history, these plans do not identify the key knowledge that pupils need to learn to reach these goals. Teachers do not build on pupils' prior learning well enough. For example, the interactions between staff and children in the early years lack a clear focus on extending children's thinking. As a result, children and pupils do not build upon the useful knowledge that they have been taught in the past, in some subjects.

Where the curriculum is better, such as in mathematics, pupils, including those with SEND, can recall their prior learning and apply this to their current work. Teachers check on pupils' knowledge to identify any gaps in their learning. Teachers move pupils on to new content quickly.

Pupils behave well in lessons and around the school. This means there is no disruption to learning.

Governors assure themselves of the quality of the curriculum through support offered by the local authority. Although governors ask questions at meetings, these do not go far enough in holding leaders to account for the pace of school development. As such, the pace of improvement since the previous inspection has been uneven.

Leaders have put in place meaningful activities to further develop pupils' cultural and spiritual development. Year 6 pupils have created large murals around the school to 'make their mark'. Other pupils learn about their local heritage, such as writing their own songs about aspects of local history. This has fostered pride among pupils in belonging to their local community.

In discussion with the headteacher, the inspector agreed that geography and history may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand the importance of safeguarding. They are vigilant and are well placed to spot any signs of abuse. Leaders have a good understanding of the local issues. They have put in place clear procedures for staff to follow if they have any concerns. Records are detailed and build up a picture of concerns overtime, to identify any pupils or families that need help. Leaders ensure that any concerns about pupils are followed up rigorously. Where appropriate, leaders involve other agencies to work with families in need. Many of the parents and carers that responded to Ofsted's Parent View survey were positive about the support that they receive.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is not a consistent approach to the teaching of the reading and phonics curriculum. This means that pupils have not been supported well enough in the past to read fluently and confidently. Leaders should ensure that the curriculum for phonics and reading is structured more clearly to build on pupils' prior knowledge. Leaders should ensure that pupils catch up with the planned curriculum as soon as possible.
- The planning for some subjects does not clearly identify the essential knowledge that leaders want pupils to learn. This means that teaches are not sure of when the most useful content should be taught. This has led to pupils being confused about what information is helpful for their future learning. Leaders should specify clearly what key knowledge is to be taught and when, so that pupils can build on their prior learning more effectively.
- Governors have not held leaders to account well enough for the quality of education in the school. This has meant that the pace of improvements in the school has not been quick enough. As a result, pupils' knowledge lags behind the planned curriculum in some areas, particularly in reading. Governors should ask more challenge questions of leaders, to support them in bringing about positive changes to the curriculum more swiftly.

Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 14–15 June 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105548
Local authority	Manchester
Inspection number	10199846
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Catherine Hilton
Headteacher	Eileen Anderson
Website	https://www.saviour.manchester.sch.uk/
Date of previous inspection	14 – 15 June 2016, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, the school have closed the nursery provision.
- There has been a number of staffing changes, including to the senior management. The headteacher started in September 2018 and an assistant headteacher has been appointed with effect from September 2021. Seven teachers have left the school in the last two years.
- The school does not make use of any alternative provision.
- The schools last section 48 inspection took place in December 2016. Governors have made appropriate arrangements with the diocese for the next inspection to take place in the near future.

Information about this inspection

This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.

- The inspector met with senior leaders, subject leaders and members of the school staff. The inspector also spoke to the chair of governors and held a discussion with representatives from Manchester local authority and the Diocese of Manchester.
- The inspector met with groups of pupils from across the school to ask them about safeguarding. They reviewed documentation, which included the school's safeguarding policy, register of the checks carried out on new employees and safeguarding records.
- The inspector also met with pupils to ask them about their learning in a range of subjects and about the opportunities that they have for their personal development.
- The inspector observed pupils' behaviour and discussed behaviour and bullying with pupils, senior leaders and other staff.
- The inspector took account of 18 responses to the online questionnaire, Ofsted Parent View, and 16 responses to the staff questionnaire.
- The inspector considered reading, mathematics and geography deeply as part of this inspection. For these subjects, the inspector spoke with senior leaders, met with curriculum leaders, teachers and pupils, undertook an analysis of pupils' work and visited lessons. The inspector heard pupils from Years 1, 2 and 4 read. He also looked at pupils' work in writing and history and looked at the curriculum plans for these subjects as well as design technology, science, computing, PE and art.

Inspection team

Steve Bentham, lead inspector

Her Majesty's Inspector

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