

# Inspection of St Saviour C of E Primary School, Ringley

Fold Road, Radcliffe, Manchester M26 1EU

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Inspection dates: 30 and 31 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

## **What is it like to attend this school?**

Treating others in the same way that you would like to be treated yourself is a school value that pupils embrace at this friendly school. Pupils pride themselves in being respectful, kind and helping to create a school where everyone is made to feel welcome. This helps pupils to feel happy.

Pupils are keen to follow adult instructions and to live up to the high expectations of behaviour that the school has. Children in the Reception Year quickly learn the rules and routines which help them to learn well in school. Older pupils act as positive role models and friends to their younger peers.

The school is ambitious for pupils, including those with special educational needs and/or disabilities (SEND). Pupils embrace the learning opportunities that the school provides for them. They are keen to learn and many pupils achieve well during their time at the school.

Pupils benefit from various leadership opportunities. Different school tribes help improve aspects of school life such as the curriculum or the eco friendliness of the building. Pupils take on responsibilities such as looking after the school fish or being class monitors. These experiences show pupils what it means to be a positive member of a community.

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

The school's curriculum is ambitious for all pupils, including those with SEND. The school has effective systems in place that identify the additional needs of pupils with SEND. Carefully considered support and resources help pupils with SEND progress well through the school's curriculum.

In most subjects, teachers check on what pupils know and remember from previous learning. High-quality training helps teachers to design learning activities that effectively build on what pupils already know. Across many subjects, pupils develop a deep body of knowledge and are well prepared for the next stage of education.

The school has very recently introduced a new curriculum in a small number of subjects. In these subjects, some pupils have gaps in their knowledge as a result of weaknesses in the previous curriculums. These gaps hinder pupils' ability to make sense of new learning. They are moved on to new concepts too soon and their learning is insecure.

The school prioritises the teaching of phonics. Pupils benefit from a carefully constructed phonics programme, delivered by well-trained staff. Children in the Reception Year readily begin to learn the different sounds that letters make. Staff promptly identify and support any pupils who need extra help with learning phonics. Pupils read books that closely match the sounds that they have learned. This helps

them to experience success when reading from a young age. Many pupils read fluently by the end of key stage 1.

Reading has a high priority across the school. Pupils read often and enjoy a broad range of books that include poetry and non-fiction. Older pupils understand that reading widely helps them to improve their vocabulary, which in turn can improve the quality of their writing. The enjoyment of reading begins in the Reception Year, where children are immersed in exciting and amusing stories. Carefully considered activities allow children to revisit and practise using new and interesting words.

Pupils display excellent manners. They are courteous and considerate. Behaviour across the school is positive and learning is rarely interrupted. Children in the Reception Year learn cooperatively alongside one another and are keen to help during tidy-up time.

Many pupils attend school regularly. However, a number of disadvantaged pupils do not attend school as often as they should. This has a negative impact on how well they learn. The school does not identify, monitor and support these pupils and their families quickly enough.

Pupils, including those who are disadvantaged, experience a broad range of opportunities that enhance their wider development. Football, chess and choir are a few of the clubs which help pupils to develop their talents and interests. Pupils understand how to keep themselves safe online. Many pupils have a strong moral conviction that everyone should be treated with respect, regardless of their differences. Overall, pupils are well prepared for life in modern Britain.

Governors have a secure understanding of the school. They work effectively with the school to realise the agreed values. Governors provide effective support and challenge to the school to ensure the quality of education. Staff value being part of the school. They are highly positive about what the school has done recently to further support their workload, well-being and ability to deliver the curriculum well.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In a small number of subjects, some pupils have gaps in their knowledge. These pupils struggle to make sense of new learning. The school should ensure that teachers identify and address gaps in pupils' knowledge before introducing new concepts.

- Some disadvantaged pupils do not attend school often enough. This limits how well they learn. The school should develop effective systems to monitor the absence of different groups of pupils and provide intervention in a timely manner.

## 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.

## Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	105248
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10294216
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Patricia Roe
<b>Headteacher</b>	Jonathan Moorhouse
<b>Website</b>	<a href="http://www.stsaviourschool.com">www.stsaviourschool.com</a>
<b>Dates of previous inspection</b>	7 and 8 December 2011, under section 5 of the Education Act 2005

## Information about this school

- The headteacher and acting deputy headteacher both took up post on 1 September 2023.
- The school does not use alternative provision.
- This is a Church of England primary school in the Diocese of Manchester. The previous section 48 inspection took place in December 2016. The next section 48 inspection is due to take place by the end of 2024.
- The governing body operates a breakfast club and after-school provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- The inspectors completed deep dives in the following subjects: early reading, mathematics and geography. As part of the deep dives, the inspectors met with subject leaders to discuss the curriculum, visited lessons, met with teachers and looked at pupils' work. The inspectors also looked at the curriculum and pupils' work in some other subjects. The lead inspector observed some pupils read to a familiar adult.
- The inspectors spoke with the headteacher, other school leaders and members of staff.
- The lead inspector spoke with members of the governing body, including one of the vice-chairs of governors. He also spoke with representatives of the local authority and the diocese.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They also considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons. They spoke with groups of pupils about their experiences at school. They also considered the views of pupils shared through Ofsted's online pupil survey.
- The inspectors spoke with staff about their workload and well-being. They also considered the views of staff shared through Ofsted's online staff survey.
- The inspectors spoke with some parents and carers. They considered the responses to Ofsted Parent View. This included the free-text responses.

## Inspection team

David Robinson, lead inspector

His Majesty's Inspector

Stephanie Swift

Ofsted Inspector

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