

Inspection of a school judged good for overall effectiveness before September 2024: Oxtan St Saviour's CofE Aided Primary School

Holm Lane, Prenton, Merseyside CH43 2HT

Inspection dates:

17 and 18 December 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that aspects of the school's work may not be as strong as at the time of the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This school fosters a warm and welcoming atmosphere for pupils. It is a happy and nurturing place in which to learn. The school knows pupils well and wants the best for them. Pupils are proud of their school and most attend school every day. They feel safe. Pupils know that adults care for them and will help if there is a problem.

The school offers a broad curriculum. Pupils with special educational needs and/or disabilities (SEND) receive helpful support to access the full curriculum offer. However, some pupils have the capacity to achieve more than they currently do.

Pupils encourage each other to be the best that they can be. Classrooms are calm and purposeful. The pupils shared that this is a school where 'you can be you!' They said it teaches them that there is a place in this world for everyone. Older pupils celebrate the sense of community that they show on sports day when they all cross the finish line together.

Pupils delight in their wide range of leadership roles. They can be chosen as subject ambassadors, play mentors or travel ambassadors. The latter are particularly proud of their recent award for promoting active travel.

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

The school's curriculum has been designed with its context in mind. For example, in history and geography, pupils learn about their local area. Some subjects across the

curriculum set out what the most important knowledge is that pupils should learn. However, there are some subjects where the curriculum is not as clearly defined. This includes some aspects of the early years curriculum.

The school has worked to build consistency in how some subjects are being delivered, such as in phonics. Nevertheless, the school has not ensured that the curriculum is being delivered as it intends across some other areas. This means that, from time-to-time, there are aspects of the curriculum that are not delivered as they should be, and this hinders the learning for some pupils.

The school identifies the needs of pupils with SEND early. Staff ensure that the curriculum delivery is adapted to meet their needs. The school has a good understanding of pupils' barriers to learning. In a few subjects, the school routinely checks the knowledge that pupils have learned. However, this is not the case across the curriculum. At times, teachers do not swiftly identify and address knowledge gaps or misconceptions. This means that some pupils' learning is not secure.

Pupils read widely in English lessons. They engage with a diverse range of texts and enjoy listening to stories read by their teachers. The school has implemented a systematic approach to teaching phonics. Children start learning phonics as soon as they enter the Reception class. Some pupils who find learning to read difficult do not catch up with their peers as quickly as they could. This is because the school does not provide consistent support for those who need to catch up.

Pupils behave well. Kindness and respect are at the heart of everything that everybody does. Pupils relish receiving awards for modelling the school's values. They thrive in their roles as kindness ambassadors, through which they carry out 'random acts of kindness' for others.

Pupils learn how to keep themselves safe when online and walking to school. They enjoy learning about different people, places and communities. Pupils understand how everyone should be treated with respect. The school creates opportunities for pupils to gain broader experiences, for example by taking part in residential trips. There are a variety of clubs that are available to pupils. Shadow dance is popular with many. Pupils in the Bible study group were excited to talk about the Christmas cards that they are making for residents in a local nursing home.

Staff said that the support they get from each other is what provides the most benefit for their workload and well-being. Governors understand their role and their statutory duties. They find out about what is happening in the school and check on staff's well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not ensure that pupils who fall behind in early reading receive a consistent programme to help them catch up. A few pupils at the earlier stages of learning to read do not catch up as quickly as they could in reading. The school should ensure that pupils who have gaps in their reading knowledge are supported to catch up with their peers as quickly as possible.
- In a couple of subjects, the school has not clearly identified the essential knowledge that pupils need to learn. As a result, the knowledge that is taught to different classes varies. This hinders how well pupils build up a body of knowledge over time. The school should finalise its curriculum thinking across all subjects so that teachers know exactly what they are teaching pupils and when.
- In some areas of the curriculum, the school does not check in sufficient depth how well the curriculum is being delivered. This means that, on occasion, some aspects of the curriculum are not delivered as intended. As a result, some pupils develop a disjointed understanding of subjects and do not achieve as well as they could over time. The school should ensure it has clear processes to monitor the delivery of the curriculum so that pupils' learning builds up consistently over time.
- Sometimes, checks that the school makes on pupils' learning do not identify gaps in pupils' knowledge or next steps sufficiently well. This means that some pupils move through the curriculum with ongoing gaps and misconceptions in their learning. The school should ensure that staff are equipped to use strategies well to ensure that pupils' learning is secure before introducing new concepts.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we the school to be good for overall effectiveness in March 2019.

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 special educational needs and/or disabilities (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

Unique reference number	105066
Local authority	Wirral
Inspection number	10347931
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	214
Appropriate authority	The governing body
Chair of governing body	Alison Williams
Headteacher	Andrew Ramsden
Website	www.oxtonstsavioursschool.com
Dates of previous inspection	6 and 7 March 2019, under section 5 of the Education Act 2005

Information about this school

- This Church of England school is part of the Diocese of Chester. The last section 48 inspection, for schools of a religious character, took place in 2019. The school's next section 48 inspection is due by the end of 2026.
- The school runs a before- and after-school club for pupils.
- The school does not currently make use of any alternative provision for pupils.

Information about this inspection

- Inspections are a point-in-time evaluation 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 inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector listened to pupils from Year 1 to Year 3 read to a familiar adult.
- The inspector spoke with the headteacher, other school leaders and members of staff.
- The inspector met with representatives of the governing body, including the chair of governors. She also spoke with a representative of the local authority and the diocese.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed a range of documents, including records of governing body meetings, the school's evaluation of its strengths and areas for improvement and documents relating to pupils' behaviour and attendance.
- The inspector met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- The inspector spoke with groups of pupils about their experiences at school and observed their behaviour at lunchtime. She considered the views of pupils shared through Ofsted's online survey for pupils.
- The inspector spoke with staff about their workload and well-being. She considered the views of staff shared through Ofsted's online survey.
- The inspector met with parents at the start of the school day. She took account of the responses to Ofsted Parent View, including the free-text comments.

Inspection team

Helen Friend, lead inspector

His Majesty's Inspector

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