

Saviour CofE Primary School

Address: Eggington Street, Collyhurst, Manchester, M40 7RH

Unique reference number (URN): 105548

Inspection report: 27 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Expected standard

Inclusion

Expected standard 

Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) have their barriers to learning quickly identified. Leaders respond well to the range of needs that pupils have. They know the pupils very well and swiftly respond to changes in circumstance. Leaders ensure that interventions are reviewed and adjusted when necessary. They work closely with parents and carers. Leaders proactively seek further specialist support. This provides staff with training, which in turn helps them to provide the right kind of support in class. As a result, barriers to learning are broken down. Disadvantaged pupils and those with SEND are able to access the same learning as their peers. However, the full impact of this work is hindered by inconsistencies in teaching that all pupils are subject to.

Pupils known, or previously known, to social care benefit from support in school. This includes bespoke wellbeing, emotional and therapeutic help. Leaders are rigorous in their pursuit of ensuring that these pupils have what they need in place, both in school and from external partners. Leaders ensure that the pupil premium funding is used well, for example to provide the extra help that some disadvantaged pupils need to develop their speech and language.

Personal development and wellbeing

Expected standard 

Leaders have put in place a well-considered personal development programme which helps prepare pupils for life beyond the school. The personal, social and health education programme is clearly planned. It prioritises learning that leaders deem important for pupils. For example, pupils receive a broad range of learning on how to keep themselves safe in the community. This understanding is further supported by external partners such as community police officers.

Pupils contribute positively to the local community. Pupils who are part of the community action group, champion issues that affect the locality of the school. For example, they petition local government to improve road safety and clean local monuments to brighten up the environment. These experiences elevate their understanding of what it means to be a positive member of society.

Pupils have an appreciation of fundamental British values. They visit the local court to engage in a re-enactment of the prosecution of a suffragette. This allows them to consider moral and legal viewpoints. Pupils understand and respect similarities and differences between cultures. They have a keen sense of what is right and wrong.

Pupils benefit from a broad range of clubs. Leaders ensure that disadvantaged pupils and those with special educational needs and/or disabilities access them. Clubs such as rock choir, fashion and sign language allow pupils to develop their talents and interests. The rich array of culture on offer in the city is opened up to pupils through trips and visits. These include visits to universities, museums and centres for musical excellence.

Leaders draw on a range of community groups and charities to help provide carefully considered pastoral support. This makes available tailored help and guidance for pupils and their families during times of need.

Needs attention

Achievement

Needs attention 

Leaders have not ensured that a number of older pupils have the important knowledge they need in writing and mathematics. This limits how well prepared they are for their next stage of education. At the end of Year 6, disadvantaged pupils achieve in line with the other disadvantaged pupils nationally. However, over a number of years, too few pupils have been able to gain the knowledge they need in reading, writing and mathematics by the end of Year 6. Consequently, they are not as well prepared for the demands of secondary school as they should be.

Pupils' learning in subjects other than reading, writing and mathematics is varied across year groups. Some pupils have not been sufficiently well supported in being able to learn important knowledge. At times, this limits their ability to connect learning and to understand larger concepts.

Leaders have taken actions since the last inspection that are beginning to improve the achievement of younger pupils in writing and mathematics. They have ensured that more pupils achieve the expected standard in phonics by the end of Year 1. Over the past several years, an increasing number of pupils have left key stage 2 with the reading knowledge they need.

Attendance and behaviour

Needs attention 

Over recent years, pupils' attendance has started to decline. This is beginning to include an increasing number of disadvantaged pupils and those with special educational needs and/or disabilities. Leaders have systems and processes in place that identify and respond to attendance concerns. However, the impact of these has been limited in addressing the steady increase in rates of absence from school.

Staff understand the expectations around behaviour and consistently promote them. Pupils have a positive attitude towards their learning. They benefit from classrooms where they are able to focus on their learning. They know the school's values and hold these in high esteem. The school value of trust is modelled in interactions between pupils and staff. For example, pupils readily identify a broad range of staff who they would go to with any worries. They are very assured that help is there when they need it. Leaders have established a school environment in which bullying is not tolerated. They work quickly to address any instances where expectations around behaviour fall below what they expect. This includes any online incidents that take place outside of school. Caring staff provide effective support for those pupils who struggle to manage their emotions.

A number of older pupils have gaps in their writing and mathematics knowledge. Some of these gaps stem from weaknesses in the previous curriculum. Leaders have made changes to the curriculum in writing and mathematics which are helping younger pupils effectively build on what they already know. However, the gaps in knowledge that older pupils have are not picked up and addressed quickly enough.

Teaching in subjects other than reading, writing and mathematics is varied. Although the curriculum sets out what pupils should learn, including important vocabulary, some teachers do not cover the content in sufficient detail. At times, the learning activities that some teachers design do not support pupils to learn important knowledge. Leaders have systems that allow teachers to identify where pupils' understanding is not secure. However, they are not consistently used as intended. As a result, some important gaps in knowledge go unaddressed. This also impacts pupils with special educational needs and/or disabilities and those who are disadvantaged. Leaders effectively break down barriers to learning so these pupils can access the same learning as their peers. However, they do not progress as well as they could. Leaders are aware of the inconsistencies in curriculum and teaching, but work to address areas of this are at an early stage.

Typically, staff have the subject knowledge they need to teach the curriculum. This is especially true in phonics. Well-trained staff teach phonics well. This positive start in reading is built on effectively across key stage 2.

Early years

Needs attention 

In previous years, too few children have been sufficiently well prepared for the demands of Year 1. As a result, they lack some of the knowledge needed to make the best possible start to key stage 1.

Some children join the Nursery Year needing further support in specific areas of learning. The curriculum is not designed well enough to provide guidance on what key knowledge staff should focus on for children not working at a level typical for their age. As a result, staff are not sure what knowledge and skills to prioritise. Consequently, the activities that some children experience do not help them achieve their next steps as well as they should.

In the Reception Year, leaders have put in place further improvements that are beginning to help children to progress through the curriculum. Support for staff is helping to ensure that children's learning is more consistent. Activities are used to develop children's vocabulary. Staff explore new and interesting words with children. This is further supported by the range of stories and nursery rhymes that children experience each day. Leaders ensure that phonics is well taught in the Reception Year. Children quickly learn the different sounds that letters make. Parents and carers receive information on how they can help with reading at home. Children are supported to write independently using well-formed letters. Opportunities are provided for children to revisit previous learning and build on what they already know.

Since the last inspection, some aspects of improvement have not taken place at a quick enough rate. This includes ensuring that staff have the training they need to deliver the curriculum effectively. As a result, inconsistencies in some aspects of the curriculum and teaching persist. This means that some pupils are not as well prepared for their next steps as they should be.

At the time of the inspection, there were a significant number of vacancies on the governing body. This has resulted in a small number of governors each overseeing several aspects of the school's provision. They ensure that they carry out their statutory duties effectively, but there are limitations in capacity to fully maintain oversight of some areas of school improvement.

Leaders understand the strengths of the school and where improvements are needed. Leaders and governors have appropriately prioritised how the needs of pupils with special educational needs and/or disabilities (SEND) are met. Collectively, they have responded in a timely manner to ensure that the changing needs of pupils with SEND are appropriately provided for in school. This includes staff accessing appropriate training to develop their expertise in supporting pupils with SEND.

During the periods of change and development since the previous inspection, leaders and governors have been mindful of staff wellbeing. Staff feel trusted and valued. There is a positive sense of teamwork coupled with a collective ambition to help and support vulnerable pupils in the school. Parents and carers are positive about the work of leaders and staff. They recognise and value what leaders do to provide guidance and support.

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

Saviour Church of England Primary School is at the heart of the community. Pupils enjoy learning and are proud of their school. They are supported to understand the school's value of love through different initiatives. These include giving back to their local community through litter picking and older pupils taking a lead role in teaching dance lessons to their younger peers. Pupils benefit from a broad range of experiences that prepare them well for life in modern Britain.

Pupils state that instances of bullying are very rare. On the occasions that it does occur, leaders deal with it quickly and effectively. Behaviour in the playground and in classrooms is positive. Disadvantaged pupils and those with special educational needs and/or disabilities receive the support they need to learn alongside their classmates. All these things help pupils to feel safe and build a close sense of belonging to the school.

Children in the early years are supported well to quickly learn the importance of sharing and cooperating with one another. They readily increase their confidence in reading. However, a number of children leave Reception Year without the important knowledge and skills they need for Year 1.

Over several years, too many pupils have left Year 6 without the important knowledge they need in reading, writing and mathematics. This hinders how well prepared they are for the next stage of their education. At times, pupils' learning is also impacted because they are often absent from school.

In other subjects, pupils do not learn as well as they could. At times, they experience learning activities that do not help them build on what they already know. Gaps in pupils' knowledge are not identified and addressed in a timely manner. These issues have not been addressed as quickly as they should by leaders and governors.

Next steps

- Leaders should ensure that the curriculum is covered in sufficient detail, supported by well-designed learning activities that enable all groups of pupils to achieve well across subjects, so that they are well prepared for their next stage in education.
 - Leaders should ensure that the school's assessment processes are consistently adhered to so that gaps in knowledge are identified and addressed in a timely manner.
 - Leaders should ensure that their attendance strategy significantly reduces the number of pupils who are absent from school.
 - Leaders should ensure that the early years curriculum accounts for those children who join the Nursery Year working below age-related expectations.
 - Leaders should ensure that children typically leave the Reception Year ready for the demands of Year 1.
 - Leaders and governors should ensure that timely progress is made in addressing aspects of the school's provision that fall below the expected standard.
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About this inspection

The chair of the board of governors in this school is Catherine Hilton.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspectors spoke with the headteacher, other school leaders and members of staff.

The lead inspector spoke with members of the governing body, including the chair of governors. He also spoke with representatives of the local authority and the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The last section 48 inspection took place in July 2024.

The school does not currently use any alternative provision.

At the time of the inspection, there were a number of vacancies on the governing body.

Headteacher: Eileen Anderson

Lead inspector:

David Robinson, His Majesty's Inspector

Team inspector:

Andrew Marlow, 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 27 January 2026

School and pupil context

Total pupils

141

Below 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

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

66.67%

Well above 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

4.26%

Close to 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

19.15%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above 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	45%	61%	Below
2024/25 (revised)	45%	62%	Below
2023/24 (final)	48%	61%	Below
2022/23 (final)	41%	60%	Below

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	66%	74%	Below
2024/25 (revised)	73%	75%	Close to average
2023/24 (final)	65%	74%	Below
2022/23 (final)	62%	73%	Below

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	55%	72%	Below
2024/25 (revised)	64%	72%	Below
2023/24 (final)	55%	72%	Below
2022/23 (final)	48%	71%	Below

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	60%	73%	Below
2024/25 (revised)	64%	74%	Below
2023/24 (final)	55%	73%	Below
2022/23 (final)	62%	73%	Below

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%	46%	Close to average
2024/25 (revised)	44%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	47%	46%	Close to average
2022/23 (final)	45%	44%	Close to average

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	67%	62%	Close to average
2024/25 (revised)	78%	63%	Above
2023/24 (final)	59%	62%	Close to average
2022/23 (final)	64%	60%	Close to average

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	54%	59%	Close to average
2024/25 (revised)	67%	59%	Close to average
2023/24 (final)	47%	58%	Close to average
2022/23 (final)	50%	58%	Close to average

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%	60%	Close to average
2024/25 (revised)	61%	61%	Close to average
2023/24 (final)	53%	59%	Close to average
2022/23 (final)	64%	59%	Close to average

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	46%	68%	-22 pp
2024/25 (revised)	44%	69%	-25 pp
2023/24 (final)	47%	67%	-20 pp
2022/23 (final)	45%	66%	-21 pp

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	67%	80%	-13 pp
2024/25 (revised)	78%	81%	-3 pp
2023/24 (final)	59%	80%	-21 pp
2022/23 (final)	64%	78%	-15 pp

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	54%	78%	-23 pp
2024/25 (revised)	67%	78%	-12 pp
2023/24 (final)	47%	78%	-31 pp
2022/23 (final)	50%	77%	-27 pp

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	60%	80%	-20 pp
2024/25 (revised)	61%	81%	-19 pp
2023/24 (final)	53%	79%	-26 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	64%	79%	-16 pp

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 (2 term)	6.2%	5.2%	Above
2023/24 (3 term)	6.2%	5.5%	Close to average
2022/23 (3 term)	6.3%	5.9%	Close to average

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 (2 term)	20.0%	13.3%	Above
2023/24 (3 term)	15.5%	14.6%	Close to average
2022/23 (3 term)	17.1%	16.2%	Close to average

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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