

Our Lady Mother of the Saviour Catholic Primary School

Address: Lapwing Grove, Palacefields, Runcorn, Cheshire, WA7 2TP

Unique reference number (URN): 111378

Inspection report: 6 May 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.

Strong standard ●

Achievement

Strong standard ●

Leaders place importance on strong foundational knowledge in the early years, where children learn number skills and to recognise the sounds that letters make. The development of key skills and knowledge builds systematically as pupils progress through school.

By the end of Year 6, the proportion of pupils achieving the higher standard in writing is below the national average. However, pupils achieving the expected standard in reading, writing and mathematics is typically above the national average. This is particularly the case for disadvantaged pupils, who consistently outperform their disadvantaged peers nationally. Leaders are taking action to further improve writing outcomes.

Leaders have taken decisive action in response to outcomes in the Year 4 multiplication check. This has secured improvement at a rapid pace. Published outcomes do not reflect the secure knowledge and recall of current pupils.

Pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, consistently produce high-quality work across the curriculum. They are well prepared for the next steps in their education.

Curriculum and teaching

Strong standard ●

Leaders have an accurate understanding of the quality of the curriculum and teaching across the school. They make carefully considered changes when needed. For example, leaders' changes to the teaching of handwriting have led to pupils becoming increasingly proficient writers as they move through school.

Leaders have designed a broad and ambitious curriculum with a clear focus on developing pupils' vocabulary. Pupils use this language in their written work and when talking about their learning. Pupils become fluent in number skills and use their knowledge when solving more complex problems as they get older.

Learning is broken down carefully in all subjects and builds on prior knowledge year on year. Teachers design lessons that include regular opportunities to revisit and secure learning. Pupils consistently learn the reading comprehension skills they need to access the wider curriculum.

Teachers use their expertise to skilfully adapt lessons to meet the needs of pupils with a wide range of needs. They remove barriers to learning for disadvantaged pupils and those with special educational needs and/or disabilities. This enables these pupils to access the same curriculum as their peers and achieve well from their individual starting points.

Early years

Strong standard 

Leaders are highly knowledgeable about the early years curriculum. They monitor the quality of provision carefully and adapt practice to respond to children's changing needs. For example, leaders have trained staff to provide high-quality interactions in both formal and informal learning. As a result, children quickly develop key speaking and listening skills, including those who are initially reluctant to talk and those with special educational needs and/or disabilities (SEND). The curriculum is carefully designed to meet children's starting points, with a strong emphasis on language development. Staff use effective modelling to build children's vocabulary across all areas of learning.

Leaders emphasise children's personal, social and emotional development. Care practices are appropriate and children are safe, happy and secure. Staff develop collaborative relationships with families. Staff use parents' and carers' detailed understanding of their children to help plan any additional support they need.

Teachers carefully track the development of each child in every area of the early years curriculum. They respond swiftly and intervene to address any gaps in learning. This means that children make progress, often from low starting points, and leave Reception ready for the next stage of their education. This includes disadvantaged pupils and those with SEND.

Inclusion

Strong standard 

Leaders prioritise the accurate early identification of barriers to achievement. This is for children entering the early years and those arriving later in their school career. Leaders have established a culture where all staff consistently enhance the opportunities of every child. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Leaders ensure that pupils known to social care receive the support they need.

Leaders effectively implement the pupil premium strategy and monitor the impact closely. They provide extensive training, and staff use their expertise to adapt lessons and provide pastoral support. As a result, pupils facing disadvantage consistently behave, attend and achieve well.

Leaders ensure that staff have the knowledge and skills they need to support pupils with SEND. Staff seek advice from external agencies when appropriate. Leaders rigorously monitor each pupil's progress against their detailed, individual plans. They consider pupils' learning, behaviour and wellbeing. Staff respond skilfully to any changing or emerging needs. This means that pupils with SEND make good progress from their individual starting points.

When a pupil's needs cannot be met on site, leaders ensure that they select the most appropriate alternative provision and maintain close oversight of pupils' safety and learning in alternative provision.

Leadership and governance

Strong standard 

Leaders have developed a culture of high expectations across the school. This is reflected in the positive behaviour and outcomes achieved by pupils. This includes pupils facing disadvantage and those with special educational needs and/or disabilities.

Leaders use their detailed understanding of the school's performance to decide when things need to be adapted and improved. They involve staff and governors and implement change in a carefully considered way. They use the best available evidence and practice to inform their work. This has led to consistently strong standards across most aspects of the school's work. However, leaders are not complacent. They are working to increase the number of pupils writing at greater depth, and they are tireless in their efforts to raise attendance rates to above the national average.

Governors understand their statutory duties and provide consistent levels of challenge and support to leaders across the breadth of the school's work. They consider the management of resources carefully. Governors ensure that additional funding is being used effectively to improve outcomes for the most disadvantaged pupils in the school community.

Leaders provide protected time for staff to work together and develop their practice. Staff consistently report feeling supported by leaders' consideration of their wellbeing and workload.

Both leaders and governors foster relations with parents and carers, many of whom describe the school as a family. Leaders have created a culture where the whole-school community works in the best interests of every pupil.

Personal development and wellbeing

Strong standard 

Leaders have developed a rich programme of personal development. Pupils develop a detailed understanding as they progress through the well-sequenced personal, social, health and economic curriculum. This includes class-based lessons and also many opportunities to learn beyond the classroom door. For example, pupils learn about friendships and working together in class. They spend whole days learning outdoors where they build shelters and complete challenges. As a result, pupils develop resilience, social skills and cooperate consistently well with others.

Pupils talk with confidence about healthy relationships and how their bodies change as they grow. They have a secure understanding of how to keep themselves safe.

Pupils demonstrate a detailed understanding of fundamental British values and reflect thoughtfully on issues related to inequality. For example, pupils draw connections between their learning on democracy and the opportunities they have to vote in school. They draw on their work on Rosa Parks to talk confidently about the need for tolerance and respect for others. Pupils learn about careers and some aspire to become scientists, engineers or designers. This prepares them well for life beyond school.

Pupils take part in competitions with the school choir. They develop their talents in cookery and craft through a well-established programme of enrichment activities. Leaders take care

to include activities for all age groups. Sporting opportunities, such as curling and bowls, are carefully chosen to include all interests. Leaders use additional funding to ensure that all pupils can participate. This includes pupils facing disadvantage and those with special educational needs and/or disabilities.

Pastoral support is a strength of the school. Well-trained staff anticipate where support is needed. Pupils describe how this has helped them during difficult times. This has a positive impact on their attendance, behaviour and ability to learn.

Expected standard

Attendance and behaviour

Expected standard 

Attendance is improving but is not yet above the national average. Leaders use their detailed and accurate understanding of patterns in attendance and behaviour to work at both a whole-school and individual level to bring about further improvement. Leaders have developed a culture founded on positive relationships. Staff greet pupils warmly, and pastoral staff provide support for some pupils at the start of the day. Leaders work closely with families and know each pupil well. As a result, the attendance of pupils with barriers to regular attendance consistently improves over time. Attendance, including that for disadvantaged pupils and those with special educational needs and/or disabilities, is consistently around the national average.

Pupils understand and follow the school's well-established rules and routines. They are polite and show respect for adults and each other. Pupils are keen to learn and consistently show positive attitudes to their work.

Bullying is not tolerated and derogatory language is addressed robustly. Pupils feel safe and are confident that any issues would be dealt with straight away. Pupils learn to understand and manage their own emotions. They value the support provided by the pastoral staff and are considerate when others may be struggling. As a result, behaviour is settled throughout the school.

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

Pupils enjoy learning new things and take pride in their work. They are keen to share their knowledge and show a depth of understanding across all the subjects they study. Pupils experience trips to enhance their classroom work. For example, pupils visit Chester Zoo and the World Museum in Liverpool. They readily discuss their learning from previous years. They draw connections between different topics in a way that develops their secure understanding over time. Pupils understand inequality and do not tolerate any form of discrimination.

Pupils learn to communicate effectively. They learn the key skills in reading, writing and mathematics, allowing them to complete more complex tasks as they get older. Barriers to

learning are reduced and pupils, including those facing disadvantage, consistently achieve well in national tests at the end of key stage 2. They are well prepared for the next stage of their education. Pupils with special educational needs and/or disabilities make good progress from their starting points.

Pupils play an active role in school life. Older pupils act as buddies and read to younger pupils. Pupils elect class captains, who contribute to assemblies. Pupils arrange fundraising events and get the whole school involved.

Pupils have warm, positive relationships with staff. They value the effective pastoral support they receive. They are respectful and considerate and play well together.

Pupils value the opportunities they have to sing in the school choir and represent the school in sporting events, such as netball and curling. They develop resilience and learn to cooperate in their regular outdoor learning sessions.

Pupils consistently behave well. They follow the school's routines, and this leads to a purposeful environment where children can learn. Pupils learn how to keep themselves safe both online and in the local community. They feel safe and consistently attend well.

Next steps

- Leaders should continue to develop their work with professionals, parents and carers to remove the barriers to positive attendance so that the number of pupils who are persistently absent reduces further.
 - Leaders should continue their work to develop pupils' writing skills to enable more pupils to have the opportunity to work within and achieve the higher standard by the end of key stage 2.
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About this inspection

The chair of the governing body is Sheila Anne Parhizgar.

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.

Inspectors spoke with the headteacher, other senior leaders, governors, including the chair of the governing body, staff and pupils during the inspection. They also spoke with a local authority representative and a diocese representative. Inspectors also spoke with parents and carers at the start of the school day.

This school is registered as having a Roman Catholic religious character. It is in the Diocese of Shrewsbury. Its last section 48 inspection was in March 2024.

The school makes use of one unregistered alternative provision.

Headteacher: Michelle Kewn

Lead inspector:

Chris Fielding, His Majesty's Inspector

Team inspectors:

Keith Pullen, Ofsted Inspector

Julie Peach, 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 6 May 2026

School and pupil context

Total pupils

192

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)

53.65%

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

1.56%

Below 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

19.27%

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	75%	61%	Above
2024/25 (final)	72%	62%	Above
2023/24 (final)	74%	61%	Above
2022/23 (final)	81%	60%	Above

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	82%	74%	Above
2024/25 (final)	75%	75%	Close to average
2023/24 (final)	85%	74%	Above
2022/23 (final)	85%	73%	Above

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	80%	72%	Above
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	82%	72%	Above
2022/23 (final)	81%	71%	Above

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	80%	73%	Above
2024/25 (final)	72%	74%	Close to average
2023/24 (final)	82%	73%	Above
2022/23 (final)	85%	73%	Above

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	65%	46%	Above
2024/25 (final)	65%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	56%	46%	Close to average
2022/23 (final)	72%	44%	Above

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	72%	62%	Above
2024/25 (final)	65%	63%	Close to average
2023/24 (final)	75%	62%	Above
2022/23 (final)	78%	60%	Above

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	69%	59%	Above
2024/25 (final)	65%	59%	Close to average
2023/24 (final)	69%	58%	Close to average
2022/23 (final)	72%	58%	Above

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	72%	60%	Above
2024/25 (final)	65%	61%	Close to average
2023/24 (final)	75%	59%	Above
2022/23 (final)	78%	59%	Above

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	65%	68%	-3 pp
2024/25 (final)	65%	69%	-4 pp
2023/24 (final)	56%	67%	-11 pp
2022/23 (final)	72%	66%	6 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	72%	80%	-7 pp
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	78%	78%	-1 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	69%	78%	-9 pp
2024/25 (final)	65%	78%	-13 pp
2023/24 (final)	69%	78%	-9 pp
2022/23 (final)	72%	77%	-5 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	72%	80%	-7 pp
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	75%	79%	-4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	78%	79%	-1 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 (3 term)	5.7%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	5.9%	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 (3 term)	14.7%	13.0%	Close to average
2023/24 (3 term)	17.4%	14.6%	Close to average
2022/23 (3 term)	15.0%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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