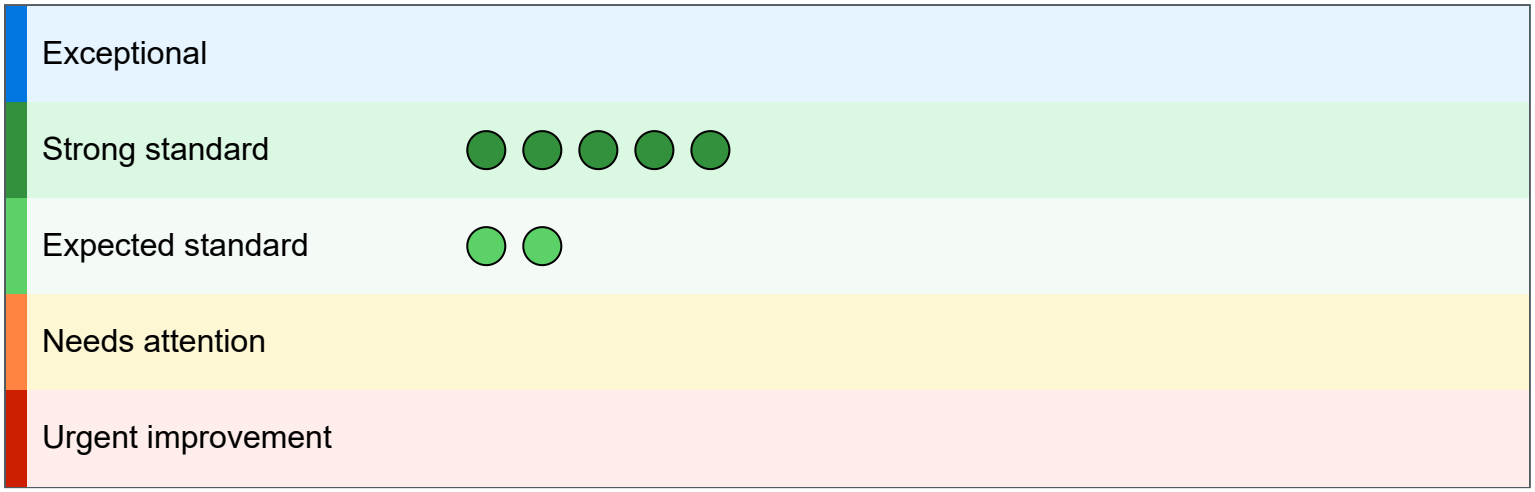
St Oswald's Church of England Primary School

Address: Ronald Ross Avenue, Netherton, Bootle, Merseyside, L30 5RH

Unique reference number (URN): 104900

Inspection report: 13 October 2026



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

Pupils' success in national tests places them well above the national average. This is particularly impressive as a significant number of pupils join the school with low starting points. Pupils make excellent progress as they move through the school. They get off to a good start in the early years and build on their success as they grow. The progress that vulnerable pupils make is particularly impressive. The effectiveness of the support they receive is reflected in their attainment in national tests. This sets up these pupils, and all pupils, very well for their next stage of education.

In all year groups, pupils produce work across the curriculum that is high quality. They take pride in their work and reflect positively on their accomplishments. Pupils' positive achievements are also evident within their high-quality responses within lessons. Pupils' enjoyment of and engagement in learning is tangible. They leave the school with the foundations of learning that they need for future success.

Attendance and behaviour

Strong standard

Leaders share a clear vision across the school that being in school and on time every day is central to successful learning. Where individual improvements are needed, leaders use their detailed knowledge of families to provide the right support at the right time. The school's expectations for regular attendance are made clear from the early years. Leaders' detailed oversight of attendance enables them to quickly spot where further support is required. Pupils' attendance is highly positive and above the national average. Pupils want to be in school every day. They do not want to miss a day of important learning. Pupils know that regular attendance is important. They celebrate improvements in attendance for themselves and for their peers.

Leaders have high expectations for pupils' behaviour, both in and out of the classroom. Pupils live up to leaders' high expectations. Consequently, there is a positive culture of learning where disruptions are rare. Pupils who need it receive the precise support they need to make sharp improvements to their behaviour or attitudes to learning. Pupils are kept safe from any forms of unkind behaviour, including bullying. Older pupils take pride in acting as role models. They check that other pupils show the behaviours that leaders expect, such as being kind and polite.

Curriculum and teaching

Strong standard

Leaders have a secure understanding of the quality of teaching and the curriculum across the school. They make regular and insightful changes to the curriculum each year to respond to what pupils need and to feedback from staff. Pupils build knowledge in each subject in a way that helps them to remember their learning over time. They benefit from regular opportunities to recap previous learning as well as sharing what they know. This helps pupils to know and remember more.

Leaders prioritise the important early reading, mathematics and writing knowledge and skills that pupils need to be successful in further learning. Where pupils struggle, they receive effective support to catch up. Pupils with special educational needs and/or disabilities, and other vulnerabilities, receive the expert support that they need to learn well alongside their peers.

Teachers have the subject knowledge they need to explain new learning clearly. They carefully help pupils to refresh previous learning and check what they already know. Consequently, pupils build a secure body of knowledge. Teachers skilfully break learning down into manageable chunks where this helps pupils to understand important content. Pupils receive regular feedback about their learning. This helps them to learn from their mistakes and limits misconceptions forming.

Inclusion

Strong standard

This is a highly inclusive school. Many pupils have multiple and significant barriers to learning. The school has a well-thought-out approach to identifying any needs that pupils have. Pupils with special educational needs and/or disabilities, and other vulnerabilities, get precisely what they need to learn successfully. Leaders prioritise ensuring that pupils' needs are known as quickly as possible. Vulnerable pupils receive the support they need to learn the curriculum alongside their peers. Leaders make regular checks on the impact of the support in place. Where relevant, they make swift changes to help all pupils to achieve their best. Consequently, pupils make excellent progress from their starting points to achieve well above the national average when they leave the school.

Leaders work effectively with a range of external professionals to shape the learning offer for vulnerable pupils. Staff receive a range of training that shapes their understanding of effective inclusion.

Leaders use pupil premium funding carefully to remove or reduce any barriers that pupils face. They also sensitively consider other vulnerable pupils to make sure that they benefit from the offer in place. For example, they remove the financial burden of attendance at extra-curricular activities.

Leadership and governance

Strong standard

Leaders know the school's strengths and areas for improvement very well. They put carefully considered actions in place that result in continued improvement. Leaders' actions centre on knowing pupils and their families well. Pupils are at the heart of leaders' decisions to improve the school. Leaders champion the voice of the most vulnerable pupils.

Governors provide effective support and challenge to leaders. They make the right checks on safeguarding and the quality of education that pupils receive. Governors have the knowledge and expertise to fulfil their roles well. They make sure that each part of the school is supporting pupils to be well-rounded citizens who are well prepared for their next stage.

Leaders provide a range of well-thought-out training opportunities for staff. Training is closely linked to the school's development priorities. Staff receive the time that they need to

understand and embed new ideas. They feel valued as part of a successful team. Leaders consider staff's workload and wellbeing when planning the continued development of the school. This enables staff to feel confident in their roles and proud to work at a school where pupils achieve their best.

Leaders do all that they can to gather the views of parents and carers. They provide opportunities for collaboration and support parents' understanding of how to help pupils with their learning at home. Where difficulties arise, leaders take a proactive approach to finding a successful resolution, with pupils' best interests at heart.

Expected standard

Early years

Expected standard

Children get off to a good start in the early years. Leaders have the accurate oversight that they need to recognise strengths as well as where improvements are needed. Some improvements are recent and have not yet had chance to have the most impact on some children's learning. Children benefit from a nurturing and friendly environment that sets them up well for the expectations of the rest of the school. Staff care deeply about children's emotional development. They balance high expectations with knowledge of children's strengths and interests. This enables them to plan learning that captures children's interests and promotes enjoyment. Staff have a secure understanding of how to support children with special educational needs and/or disabilities. They work closely with a range of agencies to contribute to children's success in the early years along with their readiness for Year 1.

Children immerse themselves in a range of high-quality books. They learn about how people are different because leaders carefully choose books, and other resources, that reflect a range of backgrounds. Children learn to recognise a range of familiar songs and rhymes. This prepares them well for their phonics learning. Children write with increasing accuracy and are well prepared for the curriculum in Year 1.

Personal development and wellbeing

Expected standard

Pupils' personal development is important to leaders. Leaders carefully consider the content of the curriculum so that it best supports pupils' learning. Where relevant, leaders make changes to the curriculum based on what pupils need to learn, for example, in response to any local issues. This demonstrates leaders' focus on preparing pupils well for the wider world and their next stage of education.

Pupils learn to keep themselves safe, both through the curriculum and through a range of visitors into school to enhance their understanding. Where pupils have particular needs, vulnerabilities or previous experiences that may put them at additional risk, leaders allocate additional pastoral care and support. This helps pupils to build faith in trusted adults and to work through any difficulties that arise. Staff also direct pupils and families to support outside of school where this is most relevant and useful to pupils' learning and development.

Through the curriculum, and in the school’s wider opportunities, pupils learn about difference. Pupils know how fundamental British values and the school's values help them to think about the views of others. Pupils typically show positive and respectful attitudes to people who are different. They welcome new families to the school and make everyone feel part of the school team. That said, some pupils’ depth of understanding about the full range of ways that people live differently in modern Britain are underdeveloped.

Pupils benefit from a wide range of activities to broaden their talents and interests, such as learning a musical instrument. Leaders make sure that there are no barriers to any pupils being able to participate in the full offer. Pupils give their views about what activities they would like to try and leaders typically make this happen.

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

St Oswald’s is a warm, welcoming and highly inclusive learning community. Pupils benefit from the strong relationships that exist with staff and with other pupils. They take care of each other because they feel part of the school family. Pupils know that staff look out for them and support their learning and their emotional wellbeing. They feel confident to share any concerns that they may have with staff. This helps pupils to feel safe and not worry about any form of unkind behaviour, such as bullying. If this does occur, it is dealt with swiftly.

Pupils achieve well. They make excellent progress from their starting points. When they come to leave the school, most pupils' attainment is well above national average in reading, writing and mathematics. Pupils learn with success because staff know what they need to help them. Pupils build a secure body of knowledge, along with confidence and self-belief that prepares them well for their next steps. Pupils with special educational needs and/or disabilities, and other vulnerabilities, thrive. They receive the care and support that they need to learn well. Leaders diligently make sure that all pupils benefit from the wider offer in place.

Pupils have respectful attitudes towards their peers and staff. They resolve maturely any small issues or disagreements that arise. Pupils who need it receive extra help to manage their emotions. This helps them to settle down quickly into learning and feel able to cope with any challenges that arise. Pupils’ strong sense of belonging makes them want to be in school every day. They know why regular attendance is important. Pupils look forward to learning and recognise their role in creating a positive culture across the school.

Pupils benefit from a range of opportunities to learn outside of the classroom. For example, they visit places of interest that deepen their understanding of local history.

Next steps

- Leaders should continue to consider the personal development curriculum offer to deepen pupils’ knowledge about the full range of ways that people live differently in modern

Britain.
- Leaders should embed the good practice established in the early years to positively impact all children consistently over time.

About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 13 and 14 October 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, the deputy headteacher and staff during the inspection. The lead inspector spoke with representatives of the local authority, the diocese and governors, including the chair of the governing body.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Liverpool. Its last section 48 inspection was November 2024.

The school currently uses no alternative provision.

Headteacher : Emma Murtagh

Lead inspector:
Jane Dennis, His Majesty's Inspector

Team inspectors:
Tony McCoy, Ofsted Inspector
Michelle Forrest, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 13 October 2026

School and pupil context

Total pupils

223
Close to 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: 268

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)

42.21%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

5.38%
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: 4.1%

Pupils with special educational needs (SEN) support

32.74%

Well above average

What does this mean?

The proportion of pupils with reported special educational needs support 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	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	77%	62%	Above
2023/24 (final)	50%	61%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	90%	75%	Above
2023/24 (final)	61%	74%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	77%	72%	Close to average
2023/24 (final)	68%	72%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	87%	74%	Above
2023/24 (final)	61%	73%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	69%	47%	Above
2023/24 (final)	40%	46%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	92%	63%	Above
2023/24 (final)	60%	62%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	69%	59%	Close to average
2023/24 (final)	60%	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	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	77%	61%	Above
2023/24 (final)	47%	59%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	69%	69%	0 pp
2023/24 (final)	40%	67%	-27 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	92%	81%	11 pp
2023/24 (final)	60%	80%	-20 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	69%	78%	-9 pp
2023/24 (final)	60%	78%	-18 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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	77%	81%	-4 pp
2023/24 (final)	47%	79%	-33 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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
2025/26 (1 term)	4.7%	5.1%	Close to average
2024/25 (3 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	6.8%	5.5%	Above

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
2025/26 (1 term)	14.9%	14.4%	Close to average
2024/25 (3 term)	17.3%	13.0%	Above
2023/24 (3 term)	20.2%	14.6%	Above

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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