

Inspection of St Brigid's RC Primary School

Grey Mare Lane, Beswick, Manchester M11 3DR

Inspection dates: 23 and 24 April 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy being part of this nurturing and caring school community. They develop positive relationships with staff and with each other. The school is highly ambitious for pupils' achievement. Pupils live up to the school's motto, 'Dream it, Believe it, Achieve it'. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

The school supports pupils' well-being effectively, including their mental health. Pupils said that their friends, and the staff, look after them well. Older pupils enjoy looking after others, for example by helping pupils on the playground with simple first aid.

Classrooms are calm. This allows pupils to do their best in lessons. Pupils, including children in the early years, behave well. Pupils respect the differences between people. They understand and recognise that 'no one should judge anyone else'. Pupils have a keen sense of fairness and said that everyone is included in their school.

Pupils' learning is successfully enhanced through a range of trips, including to places of cultural significance, and a residential visit. Pupils enjoy attending a wide range of after-school clubs, including cooking and cheerleading. They also have many opportunities to develop their leadership skills. They are proud to act as ambassadors for the school.

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

The school and governing body have worked to review and secure further improvements to the quality of the curriculum since the last inspection effectively. The well-designed and ambitious curriculum helps children in the early years get off to a strong start. They quickly develop a love of learning, which sets them up well for the next stage of their education.

In most subjects, the school has identified the important content that pupils should acquire from the early years to the end of Year 6. This knowledge builds on what pupils already know in well-ordered steps. However, in a small number of subjects, the essential knowledge that should be taught is not as clearly defined. This makes it harder for teachers to design learning activities and to then accurately check that pupils are learning and remembering all that they should in these subjects.

Teachers have been suitably trained to deliver most curriculums effectively. They use their subject knowledge to make sure that pupils learn the content of these curriculums successfully. Teachers check that pupils have understood what has been taught before introducing new learning. As a result, pupils progress successfully through the curriculum and achieve well in most subjects.

The school has made sure that pupils develop a love of reading from an early age. Teachers in the early years and in key stage 1 skilfully build pupils' phonics knowledge. They make sure that pupils read books that are carefully matched to their phonics knowledge. Teachers are swift to spot any pupils who may be falling behind with their reading. Staff help these pupils to catch up quickly. Older pupils read widely and often. They spoke enthusiastically about authors and the books that they have read and enjoyed.

The school accurately identifies the additional needs of pupils with SEND at the earliest opportunity. Staff check carefully that the appropriate support is in place for these pupils as they move through the school. This support is well implemented and enables pupils with SEND to access the same curriculum as other pupils. Pupils with SEND achieve well and participate in all aspects of school life.

The school has reviewed its approach to managing behaviour. This has included training for staff. Pupils typically behave well. They recognise and meet the school's higher expectations of their conduct around school. Pupils rarely disturb the learning of their peers. They have a well-developed understanding of school routines. This helps them to work and play safely and purposefully. The school has created effective partnerships with families and developed clear procedures to manage attendance. As a result, attendance rates are improving.

The school has developed an effective programme of learning to support pupils' personal development. It makes sure that pupils learn about a range of important issues, such as equality and fundamental British values. The school makes sure that pupils understand fundamental British values, such as democracy. Pupils have a strong understanding of how to keep themselves safe online. Pastoral support for pupils is effective.

Staff are proud of the strong culture of teamwork and care that exists in the school. They are supported to fulfil their roles effectively. For example, the school considers staff's workload when implementing changes to the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Improvements to clarify the essential knowledge pupils should learn in a small number of subjects are in the early stages of development. This means that the delivery of these subjects is sometimes not precise enough and that pupils' knowledge is not as secure as it could be. The school should sharpen aspects of the curriculum to better draw on pupils' prior knowledge and to help them to know more and remember more over time.

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	105523
Local authority	Manchester
Inspection number	10321277
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair of governing body	Elizabeth Eccles
Headteacher	Julie Miles
Website	www.st-brigids.manchester.sch.uk
Date of previous inspection	22 January 2019, under section 8 of the Education Act 2005

Information about this school

- The school makes use of one registered alternative provider for pupils.
- The school provides a breakfast club for pupils.
- Several new staff have been appointed since the last inspection.
- This school is a Roman Catholic school in the Diocese of Salford. The last section 48 inspection of schools with a religious character took place in December 2016. The next section 48 inspection is expected during the 2024/25 academic year.

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke with the headteacher and with other leaders and members of staff. They also spoke with the chair of governors and other members of the governing body.
- The lead inspector spoke with representatives of the local authority and the diocese. He also spoke with a representative from the alternative provider.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors carried out deep dives in early reading, mathematics and geography. They talked with curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and spoke with pupils. They also observed some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in some other subjects. They met with leaders of these subjects. They also spoke with a group of pupils and looked at examples of their work in these subjects.
- Inspectors observed pupils' behaviour during lessons and around school. They also observed pupils at lunchtime, while they played outside at playtime and lunchtime and at the breakfast club.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also met with parents and carers before school.
- There were no responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Ian Shackleton, lead inspector	Ofsted Inspector
Sarah Gower-Jones	Ofsted Inspector

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