

Inspection of Holy Name Roman Catholic Primary School Manchester

Denmark Road, Moss Side, Manchester M15 6JS

Inspection dates: 8 and 9 May 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2012.

What is it like to attend this school?

Pupils delight in being part of this happy and harmonious school. They arrive at the school gate each morning with big smiles on their faces, eager to 'high-five' the staff who wait to welcome them. Staff provide a warm and caring environment that enables pupils to thrive.

Pupils are immensely proud of the rich diversity of their school community. It is a place where differences between people are embraced and celebrated. For example, a prominently displayed world map is filled with pins to identify the different countries to which pupils have connections.

Pupils said that they always aim to be the best that they can be. From the Nursery class to Year 6, pupils behave exceptionally well. Classrooms are hives of purposeful activity where pupils are immersed in their rich learning. This helps pupils to meet the school's high expectations for their achievement. Pupils achieve extremely well.

Pupils relish the multitude of memorable experiences that the school provides. For instance, they attend residential trips, including a visit to Spain. Pupils are also encouraged to showcase their talents to large audiences. They participate in music and drama performances with local theatre companies. These opportunities help pupils to grow into confident and resilient individuals.

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

Leaders at all levels and governors are fiercely committed to ensuring that social disadvantage is not a barrier to pupils' success. Pupils, including those with special educational needs and/or disabilities (SEND), benefit from an ambitious curriculum that is interwoven with rich and varied opportunities to enhance their understanding of the world. Pupils gain a wonderful start to their education. They are exceptionally well prepared for the next stage of their learning.

The school has ensured that pupils' learning builds seamlessly from the Nursery class to Year 6. Staff are expert at designing learning activities that help pupils to understand new curriculum content. Staff check frequently whether pupils understand and remember what they have learned. When staff identify gaps in pupils' knowledge, they address them swiftly. Across the curriculum, pupils achieve very well.

The school provides effective support for those pupils who face additional challenges in their learning. Many pupils join the school at different times of the school year. Some speak limited English when they arrive. The school takes thoughtful action to help these pupils to integrate quickly into the community. For example, they are paired up with a pupil who speaks the same language to support them during their first few weeks at the school. Staff are adept at helping these pupils, including children in the early years, to develop their language and communication skills. In addition, the school swiftly identifies any additional needs that pupils, including

those with SEND, may have. Staff are skilled at supporting pupils to learn successfully.

The school has cultivated a love of reading in its pupils. Pupils spoke with enthusiasm about the books that they have read. They also develop an impressive appreciation of poetry. During the inspection, some older pupils joyously recited their favourite poems to an inspector. Children in the early years are encouraged to share their opinions about different stories, such as through their book reviews.

Staff deliver the phonics programme exceptionally well. If children in the early years or pupils in key stage 1 struggle to keep pace with the learning of their peers, staff act quickly to help them to catch up. The school ensures that these pupils, including those who speak English as an additional language, receive the effective support that they need. Pupils develop into confident and fluent readers.

The school provides a remarkable programme to support pupils' personal development. Pupils eagerly participate in a wide range of extra-curricular activities, including coding, drama and chess clubs. The school is adamant that pupils should have the highest aspirations for themselves. It provides them with opportunities to develop the skills and knowledge to achieve these ambitions. For instance, pupils learn the art of effective debating.

The school is a haven of calm. Starting in the early years, children learn the importance of behaving with kindness and respect. Pupils are exceedingly supportive of each other. The school helps pupils to understand how to be effective and resilient learners. Even the youngest children in the early years sustain high levels of concentration during lessons. Pupils' rates of attendance are high.

Parents, carers, staff, governors and pupils repeatedly said that they are privileged to be part of a school that they consider to be like a family. Staff are overwhelmingly positive about the school. They appreciate the consideration that the school has for their workload, such as changes made to the feedback policy.

Safeguarding

The arrangements for safeguarding are effective.

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 [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	105516
Local authority	Manchester
Inspection number	10294226
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	222
Appropriate authority	The governing body
Chair of governing body	Charles Flannery
Headteacher	Catherine Gordon (executive headteacher) Damian Regan (head of school)
Website	www.holyname.manchester.sch.uk
Date of previous inspection	21 and 22 June 2012, under section 5 of the Education Act 2005

Information about this school

- The school is part of a federation with another local primary school. The governing body are responsible for both schools in the federation.
- This Roman Catholic School is in the Diocese of Salford. The school's last section 48 inspection, for schools of a religious character, was in May 2018. The next section 48 inspection is due to take place between September 2025 and August 2026.
- The school offers a breakfast club for pupils.
- The school does not make use of any alternative provision for pupils.

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. The 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 executive headteacher, the head of school and other leaders and staff about the work of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, they discussed the curriculum with the subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum documentation relating to other subjects.
- An inspector observed some pupils from Years 1 to 3 read to a familiar member of staff. Inspectors spoke with some pupils about reading.
- Inspectors observed pupils' behaviour during lessons and at breaktimes. An inspector also visited the breakfast club.
- An inspector met with representatives of the governing body, including the chair of governors.
- An inspector spoke with representatives of the local authority and the diocese.
- Inspectors met with pupils to ask about their experiences of school. They also considered the responses to Ofsted's survey for pupils.
- Inspectors met with several groups of staff. They also considered the responses to Ofsted's survey for staff.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments.
- Inspectors reviewed a wide range of documentation, including records relating to pupils' attendance, the school's self-evaluation documents and minutes of governing body meetings.
- 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.

Inspection team

Sally Rix, lead inspector

His Majesty's Inspector

Gaynor Rennie

Ofsted Inspector

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