



St Richard's RC Primary School

Inspection report

Unique Reference Number	105544
Local authority	Manchester
Inspection number	395442
Inspection dates	13–14 June 2012
Lead inspector	Marie Cordey

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	399
Appropriate authority	The governing body
Chair	Fr. Michael Dever
Headteacher	Mrs Sharon Sesnan
Date of previous school inspection	21 November 2006
School address	Wilpshire Avenue Longsight Manchester M12 5TL
Telephone number	0161 2245552
Fax number	0161 2486003
Email address	admin@st-richards.manchester.sch.uk

Age group	3–11
Inspection date(s)	13–14 June 2012
Inspection number	395442

Introduction

Inspection team

Marie Cordey
Terry Bond
Elaine Maloney

Additional inspector
Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 12 teachers and visited 20 lessons, three of which were joint observations with the headteacher. In addition, the inspectors made other more brief visits to lessons and also heard pupils read. Meetings were held with the Chair of the Governing Body, members of staff and groups of pupils. The inspectors observed the school's work, and looked at the school's self-evaluation, school improvement plans, safeguarding documentation and records of internal and external monitoring of the school. Inspectors also analysed questionnaires completed by 259 parents and carers and those completed by pupils and staff.

Information about the school

St. Richard's is a larger than average sized primary school. The proportion of pupils known to be eligible for free school meals is high. The proportion of pupils supported at school action plus or with a statement of special educational needs is high. The number of pupils who speak English as an additional language is well above average, but the majority of pupils are from White British backgrounds. The school meets the current floor standards which set the government's minimum expectations for attainment and progress.

The school is one of 12 included in the national survey 'Reading at 6 – How the best schools do it.' It has gained the International School award and the Information and Communication Technology (ICT) Mark for its work in improving pupils' ICT skills.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is an outstanding school. It makes a significant difference to the lives of its pupils and prepares them exceptionally well for their future education. It is a hub of the community and parents and carers comment overwhelmingly positively about its effectiveness.
- All groups of pupils make outstanding progress in their learning and attainment is well-above average by the end of Year 6. Pupils are excited and curious about learning; their reading skills are fluent, accurate and expressive. This is a school where reading is celebrated, nurtured and enjoyed. Children settle down quickly and happily in the Early Years Foundation Stage and make good progress in their learning. Outdoor learning is not as rapid as that indoors and further development of outdoor provision is a school priority for improvement.
- The quality of teaching is outstanding. Pupils thrive in an atmosphere of challenge. The highest expectations of pupils' achievement, teachers' excellent subject knowledge and thoughtful planning to match the interests and abilities of individual pupils characterise lessons.
- Pupils are extremely welcoming and very keen to engage with each other, with staff and with visitors. Their empathy, sense of justice and excellent behaviour reflect the spiritual, moral and uplifting character of the school. The vast majority of parents and carers believe that behaviour is a strength of the school and that their children feel safe. Inspection evidence confirms that pupils' behaviour, attitudes to learning and safety are outstanding.
- Leadership is outstanding. A non-negotiable belief that pupils at St. Richard's can achieve at the highest level is shared by all staff. Consequently, pupils are encouraged to aspire to be university students and to aim for challenging, successful careers from the youngest age. This reflects the school's excellent promotion of pupils' spiritual, moral, social and cultural development. Leaders manage the school's performance and lead teaching very effectively to ensure that pupils achieve exceptionally well and that they are happy.

What does the school need to do to improve further?

- Improve outdoor provision in the Early Years Foundation Stage to further develop children's independence, their physical skills and their knowledge and understanding of the world around them.



Holy Name Roman Catholic Primary School Manchester

Inspection report

Unique Reference Number	105516
Local authority	Manchester
Inspection number	377254
Inspection dates	21–22 June 2012
Lead inspector	Judith Straw

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair	Elizabeth Gonzalez
Headteacher	Catherine Gordon
Date of previous school inspection	24 September 2007
School address	Denmark Road Moss Side Manchester M15 6JS
Telephone number	0161 226 6303
Fax number	0161 232 1897
Email address	head@holyname.manchester.sch.uk

Age group	3–11
Inspection date(s)	21–22 June 2012
Inspection number	377254

Introduction

Inspection team

Judith Straw
Clarice Nelson-Rowe

Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 16 lessons and several parts of lessons taught by 11 teachers. They visited teaching assistants leading small groups and heard pupils read. Meetings were held with pupils, members of the governing body and staff. They had informal conversations with parents bringing their children to school and before and after assemblies. Inspectors observed the school's work, and looked at the school's self evaluation evidence, school improvement plans, data on pupils' progress, governing body minutes, records of monitoring and evaluation and policies relating to safeguarding, child protection and health and safety. They analysed 81 questionnaires received from parents and carers, together with those from pupils and staff.

Information about the school

Holy Name Roman Catholic is smaller than an average-sized primary school. The proportion of pupils known to be eligible for free school meals is high and includes nearly half of all pupils. The large majority of pupils are from minority ethnic heritages with only a small proportion coming from White British backgrounds. The number of pupils who speak English as an additional language is well above average, as is the proportion of pupils supported by School Action Plus or with a statement of special educational needs. The school has high pupil mobility with more than average numbers of pupils joining during the school year or in Key stage 2. The school meets the current floor standard which sets the minimum expectations for attainment and progress. Amongst the school's many awards are Activemark and full International School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is an outstanding school because from very low starting points all pupils make excellent progress, both academically and in their personal development. They thrive in the happy, secure and welcoming environment. Pupils' spiritual, moral, social and cultural development is excellent and parents and carers are highly appreciative of the work of the school.
- Holy Name Roman Catholic is an inclusive school in which pupils learn harmoniously alongside others. Their achievement is excellent so that by the end of Year 2 and Year 6, their attainment in reading is above average and their attainment overall is broadly average and rising. Social and economic barriers to learning are systematically tackled. Hard-to-reach families are sought out, embraced and encouraged to succeed. The school is a haven and a hub of the community. Its work has a very positive effect on families and children.
- Outstanding teaching is evident in all areas of the school. Learning moves at a fast pace, tasks are challenging and perfectly matched to different pupils' needs and abilities. Disabled pupils and those with special educational needs make excellent progress, as do those for whom English is an additional language. Assessment is good, but just occasionally, targets set for pupils are not consistent and clear for them to know exactly how best to improve their work.
- Pupils' behaviour is exemplary and attitudes to learning are excellent. Pupils love school, work extremely well together and persevere with tasks, redoubling their efforts when work is hard and joyously celebrating their successes and those of their classmates.
- The thoughtful and dynamic leadership of the headteacher provides a very clear vision for improvement which is shared by all staff and members of the governing body. Self-evaluation procedures are rigorous and expert

professional development has improved teaching from good to outstanding.
The rich and rewarding curriculum enhances learning and raises aspirations.

What does the school need to do to improve further?

- Build on existing good and outstanding practice by:
 - making better use of pupils' individual targets so that pupils know exactly how to improve their work.

The Birches Primary School

Unique Reference Number	105613
Local authority	Manchester
Inspection number	377268
Inspection dates	11–12 July 2012
Lead inspector	Hilary Ward

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community special
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	The governing body
Chair	Allison Forbes
Headteacher	Andy Pitts
Date of previous school inspection	8 July 2009
School address	Newholme Road West Didsbury Manchester M20 2XZ
Telephone number	0161 4488895
Fax number	0161 4454970
Email address	admin@thebirchesschool.org

Introduction

Inspection team

Hilary Ward
Maureen Coleman

Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 15 lessons, each taught by a different member of staff. Meetings were held with senior staff, middle school leaders, members of the governing body including a parent governor and with a group of pupils. Inspectors took account of the views of parents and carers in the 50 questionnaire responses returned. They observed the school's work, and looked at documents including those relating to pupil progress, school improvement, curriculum planning, safeguarding and partnership work.

Information about the school

The Birches is a large special school for pupils with a range of complex special educational needs. Almost a half of pupils have autism spectrum disorders, a small group has social, emotional and behavioural difficulties. The remaining pupils have severe learning difficulties or profound and multiple learning difficulties including some with complex medical conditions. All have a statement of special educational needs. About two thirds of pupils are boys. The large majority of pupils are of African-Caribbean or Asian heritage with over half from homes where English is an additional language. The percentage of pupils known to be eligible for free school meals is well above average. Most pupils are drawn from central and eastern areas of Manchester and a few come from neighbouring authorities.

The school provides for children at the Early Years Foundation Stage but at present numbers are very small and these children are included in classes of pupils who are at a similar development phase. The school has an outreach role to approximately 50 mainstream primary schools.

The school has a number of awards including Leading Parent Partnership, Investors in People, National Healthy Schools, Silver Sing Up and various sports awards including a Manchester PE and School Sports Innovation Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- The Birches is an outstanding school in every respect. Providing pupils with effective communication is at the heart of its work. Excellent partnerships with parents and carers ensure consistent management of communication and behaviour across school and home. Many parents/carers expressed their appreciation of the support offered to them by the school with one parent accurately describing it as 'working in harmony'. The school is not complacent and has ambitious aims to further improve provision for pupils with autism spectrum conditions.
- Pupils' achievement is outstanding because teaching is outstanding. Pupils join the school with skills, knowledge and understanding which are very low when compared to those expected for their age. The highly personalised approach to planning and assessment ensures that pupils make outstanding progress particularly in their personal and social development. Higher ability pupils begin to develop reading, writing and number skills which they will be able to build on and use in later life.
- Pupils' behaviour is outstanding. Behaviour management is agreed by all members of staff and strategies are applied consistently. Pupils have excellent attitudes to learning and love to achieve rewards which are celebrated by the whole school. Parents and carers and the pupils themselves share the view that the school keeps them very safe.
- Leadership, management and governance are outstanding and aspirational. All members of staff share a vision and drive to continually review and improve the provision the school makes for the changing needs of its pupils. The monitoring of performance of staff is highly effective in identifying areas for professional development and the sharing of best practice. The excellent curriculum is adapted to meet the needs of the different groups of pupils and to promote their spiritual, moral, social and cultural development exceptionally well.