



Holy Name Roman Catholic Primary School

URN: 105516

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

18 March 2026 – 19 March 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education RE

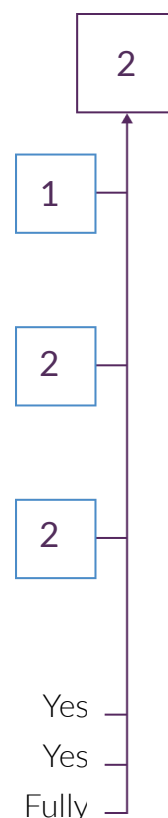
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



Yes

Yes

Fully

What the school does well

- Strong and harmonious relationships underpin the success of Holy Name RC Primary School. There is a culture of welcome evident throughout the school community.
- The pastoral support provided at Holy Name is outstanding. Staff demonstrate their commitment to supporting all pupils and families.
- Teachers use questioning skillfully to identify where the pupils are in their understanding and learning.
- The reverence, engagement and respect of all pupils allow them to take full, active and conscious participation in prayer and liturgy.
- The generosity of senior leaders and governors in sharing their skills and experience to support other schools in need.

What the school needs to improve

- For pupils to contribute to the evaluation of the school's Catholic life and mission and take a lead in its further improvement.
- For pupils to become skilled in asking meaningful questions of their teachers and peers and so further develop their deeper knowledge and understanding.
- Provide opportunities for all pupils to prepare class prayer and liturgy, ensuring they work collaboratively with others and self-evaluate the quality of the services they have planned.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

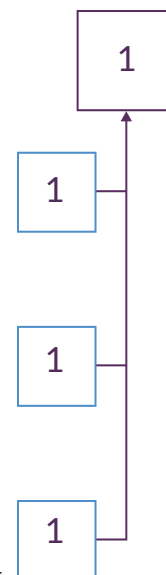
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Holy Name Roman Catholic Primary School is a school where everyone is welcomed and loved. Pupils are proud to belong to the school community and know it is committed to following the teachings of Jesus. They live out their mission statement, and as one pupil stated, 'We are one big, loving family where we feel safe, happy, and cared for.' The pupils own mission statement, composed by the Growing in Faith Together Team (GIFT), reflects their understanding of the distinctiveness of their school. Pupils demonstrate great care for each other, showing a deep sense of respect for each other's faith and religions. Pupils are polite and courteous; they are proud to share the success and accomplishments of each other. The pupils are eager to take on roles and responsibilities and opportunities arise to be part of the GIFT team, eco-club, and other groups. Pupils have a well-developed knowledge and understanding of the needs of others in the local, national and global community. They respond to this through a range of support and charity work e.g. they collect and donate clothes and toiletries to the local Caritas Cornerstone Centre and raise funds for Cafod through the annual Big Lent Walk. The school garden is well maintained by the eco-councillors and plants grown in school are shared with the local community. The behaviour in lessons and around school is exemplary.

The mission statement, which has recently been updated, is known, lived and witnessed throughout Holy Name RC Primary School. The school fulfils its Catholic mission in the welcome it has for pupils from around the world: of all faiths and of none. There is a real sense of community, which is clearly evident in the strong relationships that exist between staff, families, the parish and the local area. Parents and carers are highly complementary of

the school with one stating, 'It is like a little family: we all support each other.' Staff serve as exemplary role models for the children, providing excellent pastoral care and demonstrating a commitment to supporting the most vulnerable. All staff feel valued and supported. The parish priest works closely with the school and is a regular visitor, supporting the staff in developing the faith life of the pupils. The school environment effectively bears witness to the Catholic mission in education and is a welcoming and attractive space. The provision for relationships, sex and health education meets both statutory and diocesan requirements and the school has adopted the *Life to the Full* scheme of work.

The executive headteacher and head of school are dedicated in their roles and fully committed and determined to deliver the mission of the school for all pupils in their care. Governors are regular visitors to the school and are ambitious for all pupils. They work in close partnership with the leadership team, recognising their duty as guardians of the Catholic life and mission of the school. Leaders and governors have continued to put themselves at the service of the diocese by generously supporting other Catholic schools and answering the call to work for the common good. The religious education leader is passionate in her role and inspires the whole community with the joyful lead she takes in the weekly praise assemblies. Leaders have effective strategies for engaging parents and carers, working closely with outreach agencies and targeting resources to support families most in need. Self-evaluation by school leaders for Catholic life and mission is accurate, and next steps for improvement have been correctly identified. Further opportunities need to be developed for pupils so they too can become involved in evaluating the Catholic life and mission of the school.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

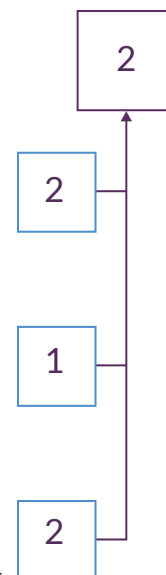
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils at Holy Name RC Primary School are developing secure knowledge and understanding as required by the *Religious Education Directory*. School has embarked on the new religious education programme, *Lighting the Path*, in Key Stage 1 and continue to use the *Come and See* programme in Key Stage 2. During lessons pupils are able to demonstrate their understanding and are confident in answering the skilful questions posed to them. For example, in an upper Key Stage 2 religious education lesson, class recall strategies employed by the teacher throughout the lesson, consolidated previous learning whilst allowing the pupils to display their knowledge. Pupils enjoy their religious education lessons and listen with interest. They show great care and respect for each other, and can work well both collaboratively and independently. The presentation of the pupil's work is excellent. Attainment in religious education is in line with other core subjects. Though pupils can speak with confidence about what they have learnt, they need to develop the ability to use key vocabulary when answering questions and ask questions of their teachers and peers to further enhance their learning. Pupils understand the feedback and marking system employed by the school and how to correct their work but are unsure if they have made progress in religious education.

Teachers are confident in their subject knowledge and have a deep commitment to the teaching of religious education and the moral and spiritual development of all pupils in their care. All staff create a positive climate for learning with pupils being encouraged to support and help each other. A variety of creative activities to support and enhance pupils learning is

evident in religious education books. Tasks are differentiated into the three levels of bronze, silver and gold with pupils able to explain how this offers a challenge to them in their learning. Adaptive teaching is evident in all classes and support staff are used well. In Key Stage 1, the religious education working walls are used to develop pupils understanding and are revisited during lessons to reinforce previous learning. Pupils across the school are encouraged to write their own prayers and evidence of this can be seen in religious education books, on displays and in prayer areas in the classrooms. The key vocabulary for each unit is displayed during lessons and used throughout teaching and in tasks given to pupils. Teachers use questioning skilfully to reinforce pupils previous learning and to further develop understanding. Assessment takes place after each unit of work and is evidenced in the pupils' books. The development of the assessment tracking systems for both key stages clearly supports the teachers in the knowledge of individual pupils attainment. The colour coding of the data helps identify the gaps in the pupils knowledge and identifies the areas for improvement needed.

Leaders and governors have ensured that religious education is comparable with other core subjects in terms of resourcing, staffing and timetabling. Experienced governors are regular visitors to the school and have undertaken learning walks monitoring the teaching and learning of religious education. The religious education leader, supported by the religious education team, has ensured that teachers are confident in the delivery of the new programme of work and knowledgeable about the new *Religious Education Directory* through in house professional training. Leaders have developed teaching in religious education so that teaching and learning in this subject is consistently good. Learning in religious education has been enhanced with additional activities, for example, lessons and workshops on the charity Cafod, led by the Chair of Governors, has enhanced pupils knowledge and understanding of their responsibility to care for others. School have recently embarked on Cafod's Live Simply award. Leader and governors' need to ensure that self-evaluation for religious education accurately reflects the practice of the school, and so identify correctly the next steps and areas for development.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade

Pupil outcomes

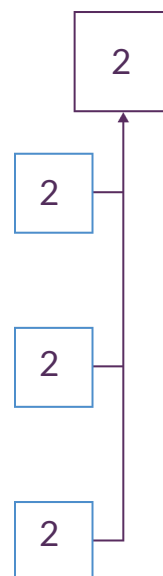
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils respond well to the experiences of prayer and liturgy provided at Holy Name RC Primary School and have many opportunities to come together for prayer and liturgical services across the school year. They enhance these services with joyful singing and demonstrate respect and reverence at all times. Pupils have a detailed understanding of the liturgical year and how it is expressed in the prayer life of the school. The GIFT team participate in leading readings and prayers in whole school praise and gospel assemblies. Class prayer and liturgy is established in all year groups, with floor books demonstrating, through art work and the writing of prayers, the pupils responses to these services. Pupils are involved in liturgical ministry at class Masses through involvement in readings and presentation of the gifts. However, the opportunity for pupils to plan and lead celebrations of the word in classrooms is still in its early stages and needs further development. Pupils would benefit, from experiencing a variety of ways of praying, particularly the use of silence, meditation and be given opportunities for spontaneous prayer during class prayer and liturgy services. Work needs to continue with the GIFT team so they too become confident in independently planning, delivering and evaluating their work.

Prayer and liturgy are a central feature of school life at Holy Name, and staff and pupils are rightly proud of their praise and gospel assemblies, which have scripture at the heart of these services. There is a daily pattern of prayer and pupils know many traditional prayers. All staff are excellent role models in engaging and leading prayer and liturgy, and the faith life of all staff is evident when participating in whole class and school services. Joyful music and singing are integrated into the prayer life of Holy Name school and a wide variety of hymns were

sung during inspection. Attractive prayer spaces are provided within classrooms and school is in the process of completing a dedicated prayer garden on the school grounds. The school has excellent relationships with the local Catholic primary and high schools, and during inspection the GIFT team welcomed chaplains from Loreto High School, as part of their Cafod Lenten walk. This is an annual event and pupils from the Holy Name GIFT team were able to join in with the students devotional service of The Stations of The Cross. Though professional development has taken place, all staff would benefit from further training and support in helping to develop pupils' ability to be highly skilled leaders of class celebrations of the word.

Leaders and governors recognise the importance of prayer and liturgy for the faith development of the school community. A policy on collective worship is in place, however it would benefit from a clear strategy for building up the skills of participation in prayer and liturgy as pupils progress through the school. Appropriate resources and artefacts have been purchased and used for all services. The liturgical year is planned and includes key feast days and for all classes to access Mass and other celebrations. Governors talk about the many services they have attended at school including on holy days of obligation. Further monitoring and evaluation of the provision of prayer and liturgy by leaders and governors, and seeking the views of pupils, will ensure all staff provide spiritual experiences for children that are engaging and of a consistently high quality.

Information about the school

Full name of school	Holy Name Roman Catholic Primary School
School unique reference number (URN)	105516
School DfE Number (LAESTAB)	3523408
Full postal address of the school	Denmark Road, Moss Side, Manchester, M15 6JS
School phone number	0161 226 6303
Headteacher or Head of School	Mrs Catherine Gordon
Chair of Governors	Mr Charles Flannery
School Website	www.holyname.manchester.sch.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non Selective
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	02 May 2018
Previous denominational inspection grade	Outstanding

The Inspection Team

Fiona Robinson

Lead

David Proctor

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement