

St Edmund's RC Primary School

Address: Queen Street, Little Hulton, Manchester, Manchester, M38 0WH

Unique reference number (URN): 135307

Inspection report: 9 December 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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 ●

Attendance and behaviour

Strong standard ●

Leaders uphold consistently high expectations of pupils' rates of attendance and punctuality. This work begins in the early years. Leaders scrutinise the reasons for any attendance issues. They act swiftly to provide personalised and highly successful support to families and pupils. Pupils' attendance rates are consistently high, particularly for pupils with special educational needs and/or disabilities.

Leaders, staff and pupils contribute collectively to making the school a consistently calm and positive place to learn and play. From the beginning of the early years, routines and expectations are explicitly taught, ensuring consistency across the school. Staff provide nurturing support to pupils who find it difficult to manage their emotions. This enables pupils to thrive. Pupils demonstrate very high levels of self-control. They listen attentively and engage eagerly in lessons. Pupils conduct themselves in the same positive way during less structured times, including breaktimes, reflecting the strength of the school's approach. Bullying and discrimination are not tolerated. Pupils are confident these would be stopped, should they occur. Pupils demonstrate high levels of respect for each other. They value the opportunities that they have at social times to play cooperatively together and to lead group games.

Curriculum and teaching

Strong standard ●

Leaders have a deep understanding of effective curriculum design. They use this information to ensure that pupils, including those in mixed-year classes, have rich opportunities to deepen their knowledge and vocabulary as part of an ambitious and well-crafted curriculum. Staff understand the importance of ensuring that pupils swiftly master key knowledge rapidly such as handwriting and number awareness. Any pupils who need help receive highly targeted and effective support so that they keep up with their peers. Pupils' reading is a particular strength of the school.

Staff are highly knowledgeable and have regular opportunities to share best practice as part of a well-structured cycle of improvement. Teachers use their expert subject knowledge across the curriculum to explain new learning with clarity, ensuring pupils quickly grasp concepts. Staff check what pupils know with precision and address errors swiftly, enabling pupils to make strong connections to prior learning.

Interventions for pupils with additional needs are highly effective. Practical support for pupils' individual needs ensures they can keep up with their peers. As a result, pupils access learning effectively and barriers are addressed promptly. Pupils demonstrate confidence in their learning and they enjoy their lessons.

Early years

Strong standard ●

Leaders have developed a meticulously crafted curriculum and environment which enables children to get off to a flying start. Staff use every opportunity to deliberately extend children's language and their vocabulary. For example, children confidently chat to staff and

each other during snack time in Nursery Year. In Reception Year, staff expertly support children to formulate more-complex sentences, using their ever-widening vocabulary.

Leaders understand the importance of securing children's early reading skills. Staff have successfully implemented a very well-structured approach that blends high-quality phonics teaching in Reception Year with daily opportunities for children to enjoy rhymes, songs and stories. This sets them up exceptionally well to begin to read and write, laying firm foundations for future learning.

Staff expertly provide rich and purposeful opportunities for children to extend and consolidate their learning across the curriculum. Staff make sensitive adaptations so that children, including those with special educational needs and/or disabilities, make sustained and rapid progress from their starting points across all areas of learning. Warm and caring relationships with staff, together with highly positive partnerships with parents and carers, help children thrive and be confident learners. Children are extremely well prepared for key stage 1.

Inclusion

Strong standard ●

Leaders have developed a warm and welcoming environment where pupils from different groups thrive and feel a deep sense of belonging. Highly successful partnerships enable leaders to go 'above and beyond' for their pupils, breaking down barriers to learning and ensuring timely support for pupils and families.

Leaders have a deep understanding of pupils' individual starting points and challenges. Resources such as the pupil premium funding are allocated highly effectively to meet the needs of pupils. All pupils with barriers to learning, including those with special educational needs and/or disabilities, those from disadvantaged backgrounds and those known or previously known to social care, receive the support that they need to ensure they thrive here.

Staff receive well-structured training which means that strategies are consistently applied across different subjects and phases. Other, well-thought-out adaptations, such as careful consideration of seating arrangements at lunchtime and thoughtful playground adaptations, have a demonstrably positive impact on pupils' behaviour and their wellbeing.

Leaders analyse the effectiveness of their actions with meticulous precision. Strategies such as the pupil premium strategy are highly effective, resulting in significant academic and social-emotional gains for these pupils. A continuous culture of improvement ensures leaders never rest on their laurels, maintaining the highest of expectations for all pupils and groups of pupils, with no ceiling placed on their aspirations.

Leadership and governance

Strong standard ●

Leaders have created a warm, nurturing and purposeful environment that reflects a deep understanding of their school community. They make well-reasoned decisions that place pupils' wellbeing, safety and achievement at the forefront of leaders' work. Staff work harmoniously together, modelling the school's values and contributing to the very positive climate for learning. This enables pupils to feel secure and to flourish.

Leaders and governors have a deep understanding of the school's strengths and areas for improvement. They use this knowledge to focus sharply on the most important priorities to secure maximum impact for pupils. Leaders implement policies very effectively. They ensure that staff receive focused professional development that strengthens classroom practice across all year groups, including in the early years. Staff feel very well supported. They are highly positive about leaders' consideration of their workload and wellbeing.

Governors ensure that they have the skills that they need to challenge and support leaders effectively. They scrutinise information about all aspects of the school's work with precision, checking for impact at regular intervals. This includes ensuring that the pupil premium funding is well spent. Leaders and governors assure themselves that systems work precisely as intended through regular monitoring, purposeful visits and thorough evaluation of pupils' experiences.

Leaders build strong, trusting relationships with parents and carers. They communicate clearly, listen actively, and respond promptly to concerns or suggestions. This partnership strengthens families' confidence in the school and contributes to pupils' highly positive engagement in their learning.

Personal development and wellbeing

Strong standard 

Leaders go to great lengths to provide a rich and diverse personal development programme that prepares pupils very well for life in modern Britain. Leaders meticulously track pupils' uptake of extra-curricular experiences and activities. They adjust the programme so that any barriers to pupils' participation are swiftly addressed. As a result, pupils, including those who are disadvantaged, benefit greatly from these experiences.

Pupils have plentiful opportunities to discuss differences in people's faiths, cultures and family lives. This helps pupils to develop attitudes of tolerance and respect for those with beliefs and opinions that may differ from their own. Pupils show a mature understanding of the fundamental British values.

Pupils engage in a wide array of activities to develop their interests and talents. These include learning to play musical instruments and performing in drama and music festivals. Pupils enjoy a range of sports clubs, take part in competitions, and engage in a variety of art and craft activities. They have opportunities to make a real and positive difference to their communities. For instance, they participate in projects to create and improve facilities, such as the pavilion in the local park. Pupils also contribute to services in their local church. These experiences help them to develop a rich understanding of the needs and lives of others.

Through the curriculum, pupils learn about relationships and friendships. They learn how to keep themselves safe and healthy, including when working on and offline. Older pupils learn about body changes as they approach puberty, as well as about more-complex issues such as alcohol and drug misuse. Pupils benefit from highly effective pastoral support. This, together with positive partnership work with local secondary schools, helps pupils to approach their transition to high school with confidence. They are very well prepared for their future lives.

Expected standard

Achievement

Expected standard

Published data shows that, over time, pupils attain in line with the national averages in reading, writing and mathematics. Disadvantaged pupils attain at least as well as their disadvantaged peers nationally in writing and mathematics. In 2025, in reading, disadvantaged pupils performed better than non-disadvantaged pupils nationally. Pupils' progress in recent years has been more variable. For example, in the 2022 and 2023 progress measures, pupils typically made progress in line with national averages in reading. However, some pupils did not consistently make the progress that they could in writing and mathematics over these years.

Leaders know that early reading, writing and mathematics are the key to future learning. They have taken robust action to ensure that current pupils quickly and securely gain the knowledge that they need to be ready for the next stage of their education. However, there is still a gap in the attainment of middle prior attainers in the published data. Across the rest of the curriculum, classes and key stages, pupils achieve well. They remember what they have been taught and demonstrate increasingly sophisticated understanding over time.

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

Pupils flourish at this warm and welcoming school. They feel safe, happy and part of a thriving community. Pupils describe their school as a family, where everyone is valued and looked after by staff and pupils alike. Children and pupils of all ages behave impeccably. This begins in the early years where children listen keenly to their teachers and to each other. Pupils' positive words and actions embody the school's values. They embrace difference and welcome people from diverse backgrounds and cultures. Pupils know that bullying is very rare at their school. They know that there are many trusted adults who they can talk to if they have any troubles or worries.

Pupils benefit from a highly engaging curriculum that fosters their curiosity and ignites their enthusiasm for learning. Children in the early years avidly join in with the wealth of exciting and interesting activities on offer, both indoors and out. Across the rest of the school, classrooms and outdoor spaces are a hive of activity, with rich opportunities provided to broaden pupils' knowledge and expand their horizons. As a result, pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, remember key knowledge securely and can apply their learning across the curriculum. Typically, pupils achieve well in this school.

Pupils understand the importance of keeping themselves healthy, both physically and emotionally. They enjoy spending time in the school's nature area helping to look after the hedgehog houses and bat boxes. They love to be active on the school's 'trim trails' and monkey bars. Pupils also enjoy moments of quiet reflection in the school's peace garden. Through their many leadership roles in school and their work in the community, pupils

become confident, responsible and active citizens. They are extremely well prepared for the next stage of their education.

Next steps

- Leaders should ensure that any gaps in pupils' learning, particularly for pupils who join the school with middle prior attainment, are closed so that they achieve as well as their peers nationally over time.
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About this inspection

The chair of the board of governors in this school is Kevin Machell.

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

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

Inspectors spoke with the headteacher, other leaders and staff. The lead inspector met with members of the governing body, a representative of the local authority and a representative of the Diocese of Salford.

This school is a Roman Catholic school which is part of the Diocese of Salford. Its last section 48 inspection, for schools of a religious character, took place in January 2024. Its next section 48 inspection is due in 2029.

The school currently makes use of one form of alternative provision.

The school runs a before-school breakfast club and an after-school club.

Headteacher: Laura Moran

Lead inspector:

Louise McArdle, His Majesty's Inspector

Team inspectors:

Maria McGarry, Ofsted Inspector

Mavis Smith, His Majesty's Inspector

Liz Dayton, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 9 December 2025

School and pupil context

Total pupils

352

Above 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: 272

School capacity

315

Close to 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)

41.21%

Above average

What does this mean?

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

National average: 26.3%

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

1.99%

Below 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: 3.5%

Pupils with special educational needs (SEN) support

23.30%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs 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	59%	61%	Close to average
2024/25 (revised)	66%	62%	Close to average
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	48%	60%	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	77%	74%	Close to average
2024/25 (revised)	84%	75%	Above
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	68%	73%	Close to average

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	74%	72%	Close to average
2024/25 (revised)	80%	72%	Above
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	68%	71%	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	68%	73%	Close to average
2024/25 (revised)	73%	74%	Close to average
2023/24 (final)	73%	73%	Close to average
2022/23 (final)	59%	73%	Below

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	56%	46%	Above
2024/25 (revised)	59%	47%	Close to average
2023/24 (final)	81%	46%	Above
2022/23 (final)	33%	44%	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	72%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	82%	63%	Above
2023/24 (final)	81%	62%	Above
2022/23 (final)	57%	60%	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	70%	59%	Above
2024/25 (revised)	76%	59%	Above
2023/24 (final)	81%	58%	Above
2022/23 (final)	57%	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	61%	60%	Close to average
2024/25 (revised)	71%	61%	Close to average
2023/24 (final)	81%	59%	Above
2022/23 (final)	38%	59%	Below

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	56%	68%	-12 pp
2024/25 (revised)	59%	69%	-10 pp
2023/24 (final)	81%	67%	14 pp
2022/23 (final)	33%	66%	-33 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	72%	80%	-7 pp
2024/25 (revised)	82%	81%	2 pp
2023/24 (final)	81%	80%	2 pp
2022/23 (final)	57%	78%	-21 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	70%	78%	-7 pp
2024/25 (revised)	76%	78%	-2 pp
2023/24 (final)	81%	78%	4 pp
2022/23 (final)	57%	77%	-20 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	61%	80%	-19 pp
2024/25 (revised)	71%	81%	-10 pp
2023/24 (final)	81%	79%	2 pp
2022/23 (final)	38%	79%	-41 pp

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
2024/25 (2 term)	4.4%	5.2%	Below
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	5.7%	5.9%	Close to average

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
2024/25 (2 term)	11.7%	13.3%	Close to average
2023/24 (3 term)	17.2%	14.6%	Close to average
2022/23 (3 term)	12.5%	16.2%	Close to average

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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