

Holy Rosary Catholic Primary School

Inspection report

| | |
|--------------------------------|----------------------|
| Unique Reference Number | 124327 |
| Local Authority | Staffordshire |
| Inspection number | 380859 |
| Inspection dates | 21–22 September 2011 |
| Reporting inspector | Graham Sims |

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 | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 226 |
| Appropriate authority | The governing body |
| Chair | John Taylor |
| Headteacher | Neil Jinks |
| Date of previous school inspection | 10 December 2008 |
| School address | Alexandra Road Burton-on-Trent DE15 0JE |
| Telephone number | 01283 239030 |
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| | |
|---------------------------|----------------------|
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited every class to gain an overview of the quality of teaching and learning, and then observed 13 lessons taught by eight different teachers. The inspection team had meetings with the school's leaders and all teaching staff, groups of pupils and representatives of the governing body. They observed the school's work, and looked in detail at pupils' books and a range of documentation. They scrutinised data on pupils' attainment. The inspectors received and analysed the responses to questionnaires from 87 parents and carers, 125 pupils and 25 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Why was attainment for the last Year 6 cohort not as strong as in previous years and what were the reasons for their relatively weaker progress in writing?
- How effective has the school been in maintaining a high level of personal development since the previous inspection?
- To what extent is the use of information and communication technology contributing to pupils' achievement?

Information about the school

Holy Rosary Catholic Primary School is an average-sized primary school, with one class per year group for Years 1 to 6. The school's admissions number increased from 30 to 40 pupils in September 2011, resulting in two classes for children in the Reception Year. At the time of the inspection, children in the Reception classes had only been attending full time for two days, and the school was awaiting the arrival of new accommodation for this year group.

The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils who have special educational needs and/or disabilities is below average. Three quarters of the pupils are White British; a quarter come from a wide range of minority ethnic backgrounds, most of them from Poland and other Eastern European countries. The proportion of pupils who speak English as an additional language is above average.

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: how good is the school?

1

The school's capacity for sustained improvement

2

Main findings

Holy Rosary is an outstanding school. This is because children enter the school with skills and knowledge which are typical for their age and leave with high standards of attainment in English and mathematics at the end of Year 6. This is achieved through consistently good teaching, an exceptionally rich curriculum and outstanding care, guidance and support. Pupils feel extremely safe within the school's caring environment. They participate enthusiastically in the wide range of curricular and extra-curricular activities provided by the school, particularly sporting activities, which help them to maintain healthy lifestyles. The many visits to places of interest, themed days and special activities help them to enjoy school and have a very positive attitude towards learning. All pupils make an exceptional contribution to the local and wider communities, and older pupils play a very important role in undertaking a wide variety of responsibilities within the school. Within this well-ordered, friendly and happy community, pupils' spiritual, moral, social and cultural development is nurtured extremely well. The vast majority of parents and carers have a very positive view of the school and appreciate the high standard of care provided for their children.

The teaching is thorough, methodical and frequently engaging. This enables all pupils, regardless of ability, to make good progress. Some pupils, particularly those with special educational needs and/or disabilities and those who are learning English as an additional language, make exceptional progress, especially when they are given intensive support if they are falling behind. However, progress is not always even and, occasionally, a few pupils mark time and make only satisfactory progress. This is because teachers do not allow pupils enough opportunity to develop their independent learning skills or to exercise their initiative. In most classes, pupils' work is marked thoroughly, but pupils are not given enough time to review their work and respond to teachers' corrections.

The well-established team of staff responds well to good leadership and management and has high aspirations both for the school and for the pupils. Partnerships with other agencies and providers make an excellent contribution to pupils' learning and well-being. The school engages extremely well with its local community and gives pupils a very good understanding of local and global need, to which they respond very positively through their charitable fundraising. The school embraces new initiatives and has improved its use of information and communication technology since the last inspection. For example, it has introduced an interactive response system which enables teachers to get instant feedback from pupils, which

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then frees pupils to make rapid gains in learning. However, leaders are not always thorough enough in their self-evaluation or consistent enough in implementing initiatives. As a result, the very best practice within the school is not always disseminated as widely as it could be. However, the school has dealt effectively with the issues identified in its previous inspection, has continued to improve and has maintained high academic standards, thus indicating good capacity for further improvement.

What does the school need to do to improve further?

- Provide more opportunities for pupils to develop their independent learning skills and exercise their initiative particularly through:
 - allowing pupils greater freedom to explore areas of interest or devise their own responses when undertaking topic work
 - giving pupils time to correct and improve their work in response to the comments teachers make when marking their work.

- Improve leadership and management by:
 - engaging in more rigorous self-evaluation which is focused on the impact which all aspects of school life have on pupils' achievement
 - ensuring that the very best practice within the school is disseminated as widely as possible in order to maximise the progress of all pupils.

Outcomes for individuals and groups of pupils**1**

The school's national test results at the end of Year 6 dropped in English for the first time in many years. The reason for this was a relatively weak performance in writing, which is not reflected in the performance of pupils currently in the school. Despite this dip, attainment in English and mathematics has been significantly above average for the last three years. Current data show that pupils are making good progress overall in all year groups. However, progress is not judged to be outstanding because it varies too much. This is seen particularly clearly in the progress of pupils with special educational needs and or disabilities, where the rate of progress, while good overall, is determined largely by the school's current focus and the amount of specific intervention provided. Last year, for example, this group of pupils made exceptional progress in reading and satisfactory progress in writing. In the previous year, the situation was the reverse. Pupils who speak English as an additional language also make good progress, and those who have been in the school for more than a year often make exceptional progress once they have become fully integrated members of the school.

Pupils nearly always make good progress in lessons because the teaching is well planned and pupils participate well. In some lessons, pupils make outstanding progress. This is normally because the teaching is particularly challenging and enables pupils to move on to new learning as soon as they are ready, rather than

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having to spend time doing something which they have already mastered. This was very evident in an excellent mathematics lesson in Year 5, for example, where the use of individual laptop computers provided pupils with instant feedback and ensured that work was constantly matched to the needs of each individual. Pupils’ consistently good, and often exemplary, behaviour also makes a strong contribution to their learning, although pupils say that the behaviour of a small number of pupils very occasionally impedes their learning.

In many respects, pupils are very well prepared for the next stage of their education. Standards of literacy and numeracy are high. Pupils have well-developed social skills, they relate well to each other and to their teachers, and they show care and concern for others. Their attendance is above average. However, they do not have enough opportunity to develop real independence as learners, or to show what they can really achieve if allowed to use their own initiative.

These are the grades for pupils’ outcomes

| | |
|---|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 1 |
| Taking into account: | |
| Pupils’ attainment ¹ | 1 |
| The quality of pupils’ learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils’ behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils’ attendance ¹ | 2 |
| The extent of pupils’ spiritual, moral, social and cultural development | 1 |

How effective is the provision?

Although teaching styles vary from class to class, pupils enjoy consistently good teaching throughout the school. Teachers engage pupils’ attention well, provide a good balance of activity in each lesson, and have high expectations in terms of pupils’ behaviour and the quality of work which they expect pupils to complete. However, the teaching does not allow for enough opportunities for pupils to pursue independent lines of enquiry or use their initiative in their day-to-day work in subjects like history or geography or in their investigative work in science. They

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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provide helpful feedback to pupils in lessons, although the quality of feedback when marking pupils’ work varies. In the best cases, teachers provide detailed comments which show pupils what they have done well and what they need to do to improve their work. Although pupils are expected to indicate that they have read their teachers’ comments, pupils rarely have time to review and improve a marked piece of work, and thereby consolidate their learning. Some teachers are highly proficient in the use of information and communication technology and provide good opportunities for pupils to use the school’s many laptop computers to very good effect.

The school provides thorough coverage of all aspects of the National Curriculum and enriches the curriculum through a wide range of visits, a residential week for pupils at the start of Year 6, themed days which bring subjects like history alive, and extra-curricular activities. Pupils in Year 1, for example, have a much wider range of visits than is normally found, and these help to broaden their learning and to develop an interest in the wider world. The school shows its commitment to equality of opportunity by ensuring that pupils whose circumstances may make them vulnerable are always able to participate in extra activities. Pupils speak enthusiastically about their themed days and other special activities, when they are given the refreshing opportunity to learn in a more independent and active way.

Pupils feel they are looked after very well by the staff in the school. The school’s commitment to care, guidance and support is seen in the way the school devotes significant resources to meeting the needs of pupils with special educational needs and/or disabilities. Polish-speaking staff are available to help those pupils who arrive from Poland with very little knowledge of English, and their successful integration into school life is further testimony to the quality of care provided by the staff. The school works very effectively with a wide range of external agencies and partners to ensure the needs of pupils are met in the best possible way. For example, the school takes a lead in applying Common Assessment Framework procedures and initiating meetings to ensure that all relevant agencies meet to discuss a pupil’s or family’s needs.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships | 1 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

Leaders and managers and the governing body demonstrate good drive and ambition for the school, and have continued to make improvements since the last inspection.

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Governance is good. The governing body provides helpful expertise in a number of areas, such as health and safety. It has played a major role in securing new buildings to accommodate the increasing number of children now entering the Reception Year. Although the school has a good understanding of its strengths and weaknesses, self-evaluation is not focused strongly enough on the effectiveness of its actions and how these support pupils’ achievement. The school has secure systems to track pupils’ progress, but not everybody uses the information available to ensure that every single pupil makes the maximum amount of progress. The senior management team and subject leaders maintain a good overview of their areas of responsibility, but do not do enough to disseminate the very best practice which has the potential to turn aspects of the school which are currently good, such as the quality of teaching, into ones which are outstanding.

The school takes all the necessary steps to ensure that pupils are kept safe. All adults are checked to ensure that they are suitable people to work with children. The school's procedures are very effective in ensuring that there is no bullying and no discrimination. Indeed, pupils from different backgrounds, including those who speak very little English, are fully integrated into the life of the school and value the support they receive. There are good arrangements for maintaining a secure site and for providing first aid. There is a strong commitment to equality of opportunity, particularly in the way the school helps pupils with special educational needs and/or disabilities and those who speak English as an additional language to make good progress.

The school promotes community cohesion extremely well. The school is an integral part of the local community and plays an important part in the life of the parish. It is also heavily involved in the community learning partnership which has helped to improve life chances for some of the most vulnerable within the local community. A number of pupils have been elected to the newly formed parish council for schools.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school’s engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 1 |

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The effectiveness with which the school deploys resources to achieve value for money

1

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. By the time they start Year 1, their attainment is above average in all areas of learning. Children of different backgrounds get on well together. The learning environment is well resourced. There is a good balance between adult-led and child-initiated learning. In the classroom and outside areas, children choose what they want to do from a broad range of activities. Regular assessments are carried out by all staff, giving the teachers a good knowledge of each individual child. However, planning does not always take this assessment information into account to provide sufficient challenge for the more-able children and to ensure the best match of activity to ability. Dual-language signs in Polish and English reflect the children's backgrounds and support their learning well. Partnerships with parents and carers are good. Very close partnership exists with the pre-school. For example, the school makes good use of the pre-school outdoor area where possible, and some staff work in both settings. As a consequence, children settle very quickly into Reception.

Staff are well qualified and experienced and have continued to develop their expertise by attending training. Safeguarding procedures are secure, and there are good procedures for identifying any children who might have particular needs. The quality of learning and the progress that children have consistently made over the last few years are the result of good leadership and management. However, with the increase in the number of Reception classes from one to two, arrangements for leadership and management of the Early Years Foundation Stage for the current year had yet to be fully agreed at the time of the inspection.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Almost 40% of parents and carers returned a questionnaire, which is more than in most schools. A very large majority of these parents and carers are pleased with all aspects of the school. Many parents and carers commented positively about the friendly ethos, good relationships and the good support which is provided for their children. Hardly any negative comments were received. A couple of parents and carers felt that communication could be improved, but others felt that

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communication between staff and parents and carers is excellent. The views of parents and carers, as seen in the analysis of the questionnaires on the next page, reflect the views and judgements of the inspection team.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Rosary Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 87 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 60 | 69 | 25 | 29 | 2 | 2 | 0 | 0 |
| The school keeps my child safe | 64 | 74 | 21 | 24 | 1 | 1 | 0 | 0 |
| The school informs me about my child’s progress | 33 | 38 | 43 | 49 | 8 | 9 | 0 | 0 |
| My child is making enough progress at this school | 39 | 45 | 40 | 46 | 5 | 6 | 0 | 0 |
| The teaching is good at this school | 51 | 59 | 33 | 38 | 2 | 2 | 0 | 0 |
| The school helps me to support my child’s learning | 38 | 44 | 44 | 51 | 2 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 41 | 47 | 39 | 45 | 4 | 5 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 39 | 45 | 43 | 49 | 2 | 2 | 0 | 0 |
| The school meets my child’s particular needs | 46 | 53 | 34 | 39 | 4 | 5 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 34 | 39 | 42 | 48 | 7 | 8 | 1 | 1 |
| The school takes account of my suggestions and concerns | 32 | 37 | 48 | 55 | 3 | 3 | 0 | 0 |
| The school is led and managed effectively | 44 | 51 | 35 | 40 | 7 | 8 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 52 | 60 | 31 | 36 | 3 | 3 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 September 2011

Dear Pupils

**Inspection of Holy Rosary Catholic Primary School, Burton-on-Trent,
DE15 0JE**

My colleagues and I enjoyed visiting your school and seeing what happens in your lessons. We should like to thank all of you for making us feel welcome and to give particular thanks to those who took the time to share your views with us. It is very clear that you like your school. Your school provides you with an outstanding education. These are our main findings.

- You achieve extremely well, particularly in English and mathematics, and many of you reach standards which are above those expected for your age.
- You behave well in class and around the school, although just occasionally a few of you do not behave quite as well as the great majority.
- You receive consistently good teaching which helps you to make good progress; some of you make outstanding progress.
- You greatly enjoy the many visits, themed days and extra-curricular activities, and these help you to develop a real interest in learning.
- The staff take exceptionally good care of you; you feel very safe in school and know there is always someone to help you if needed.
- The school's leaders want the school to be as good as it can be; they have maintained high standards and improved the school over the last few years.

To help you to make even better progress in your work and to make every aspect of the school outstanding, we have asked the governing body and the school's leaders to be even more rigorous in the way they evaluate what happens in school. Where they see really good practice and ideas, we have asked them to spread those to every class. We have also asked staff to provide you with more opportunities to learn independently and to use your initiative, especially in your topic work. You all can help by spending more time looking over, correcting and improving work which your teachers have marked. We hope that you will all continue to enjoy your time at Holy Rosary and to continue to make good progress in your learning.

Yours sincerely

Graham Sims
Lead inspector

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