

# Holy Rosary Catholic Primary School

## Inspection report

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<b>Unique reference number</b>	104373
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	377073
<b>Inspection dates</b>	27–28 March 2012
<b>Lead inspector</b>	Susan Walsh

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	186
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janette Parry
<b>Headteacher</b>	Helen Peters
<b>Date of previous school inspection</b>	22 October 2008
<b>School address</b>	Hickman Avenue Wolverhampton WV1 2BS
<b>Telephone number</b>	01902 558874
<b>Fax number</b>	01902 558869
<b>Email address</b>	holynosaryprimaryschool@wolverhampton.gov.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	27–28 March 2012
<b>Inspection number</b>	377073



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## Introduction

Inspection team

Susan Walsh

Additional inspector

David Westall

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 18 lessons taught by nine of the school's teachers as well as five group sessions led by teaching assistants. Meetings were held with staff, members of the governing body and pupils. Inspectors observed the school's work and reviewed development plans, records of pupils' progress and arrangements for safeguarding as well as other documents. They scrutinised 50 questionnaires returned by parents and carers, and questionnaires from pupils.

## Information about the school

The school is smaller than most primary schools. The proportion of pupils known to be eligible for free school meals is well above average. The number of pupils who join or leave the school part-way through their primary education is also above average. An above-average proportion of pupils come from minority ethnic groups but most of these pupils speak English as their first language. These pupils are from a wide variety of backgrounds including Irish Traveller heritages. The proportion of disabled pupils and those who have special educational needs is above average.

There have been several changes of leadership since the previous inspection. The school has been part of a soft federation with another school, but this arrangement has been dissolved recently. There is an acting headteacher and a part-time acting deputy headteacher. The acting headteacher takes up her post as the substantive headteacher in April 2012. Several members of staff are employed on short-term contracts and some are relatively inexperienced.

The school does not meet the current floor standards set by the government, which determine the minimum expectations for pupils' attainment and progress.

**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

<b>Overall effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>4</b>
<b>Quality of teaching</b>	<b>4</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>4</b>

## Key findings

- In accordance with section 13(3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- The school is not satisfactory because there is significant underachievement. This is due to inadequate teaching combined with a curriculum that does not develop pupils’ basic skills effectively.
- Achievement is inadequate. Pupils make satisfactory progress in the Early Years Foundation Stage, but they do not make sufficient progress in Key Stages 1 and 2. Pupils make better progress in Year 6, but they have already fallen too far behind and are unable to make up the lost ground. Therefore their attainment is below average at the end of Key Stage 2. Disabled pupils and those who have special educational needs as well as pupils from Irish Traveller heritages also make slow progress because the support provided for them is not effective and expectations of pupils’ capabilities are too low.
- Teaching is inadequate because the work set is not well matched to pupils’ abilities. Teachers do not do enough to monitor pupils’ progress during lessons, and marking and the use of academic targets are not having sufficient impact on promoting pupils’ learning.
- Improved expectations of standards of behaviour have resulted in an orderly environment. Most pupils behave sensibly in classes and around school, and they feel safe. They behave best in lessons in Year 6 because they are well motivated by good teaching and are challenged appropriately.
- The effectiveness of leaders and managers is inadequate. While there is robust monitoring and evaluation of teaching by the headteacher, the new

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management team has not had enough impact on achievement. Despite improved professional development for staff, the quality of teaching is not good enough. Therefore the leadership of teaching and the management of performance are inadequate.

## What does the school need to do to improve further?

- Accelerate pupils' progress in reading, writing and mathematics by:
  - providing pupils with more opportunities to develop their speaking and listening skills
  - improving the teaching of letters and sounds (phonics)
  - improving the precision of pupils' spelling and punctuation, and the accuracy of their grammar
  - ensuring that pupils generate a good amount of writing and have enough time to complete their work
  - making certain that pupils' basic computation skills are secure.
  
- Boost the progress of disabled pupils, those who have special educational needs and pupils from Irish Traveller heritages by:
  - enhancing teachers' understanding of how to address the needs of these groups of pupils and by improving their expectations of pupils' capabilities
  - ensuring that support sessions are taught efficiently and meet pupils' individual needs
  - checking the quality of additional support robustly to ensure it has a positive impact on pupils' learning.
  
- Eradicate inadequate teaching and increase the proportion of good or better teaching by:
  - making sure that assessment information is used to provide work that is always carefully matched to pupils' ability levels
  - rigorously monitoring learning in lessons including when pupils are working by themselves
  - ensuring that marking and the use of academic targets help pupils understand exactly how to improve their work and by making sure that pupils always respond to this guidance.
  
- Improve the effectiveness of leadership and management at all levels, including governance, by:
  - developing the skills of middle leaders so that they have a greater impact on improving achievement in their areas of responsibility
  - ensuring the curriculum is planned to develop pupils' basic skills
  - making certain that assessment information is accurate and that the progress of those who join or leave the school part-way through their primary education is checked thoroughly.

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## Main report

### Achievement of pupils

The rates of pupils' progress are too slow and, as a result, pupils' achievement is inadequate. When children join the Early Years Foundation Stage, most of their skills are below those expected for their age. They make satisfactory progress in lessons, but they still enter Year 1 with skills that are below expectations, particularly in communication, language and literacy. Although most parents and carers are satisfied with the progress made by their children, the inspection team found progress through Key Stage 1 is inadequate.

By the time pupils reach the end of Year 2, their attainment is below average in reading, writing and mathematics. The teaching of phonics is not having enough impact on improving pupils' reading and writing skills, and staff do not always pronounce letter sounds correctly. As a result, some pupils encounter difficulties when it comes to reading and writing unfamiliar words. Although they are often able to recognise initial letter sounds, pupils are not always aware that groups of letters can combine to make different sounds.

Progress is also inadequate in Key Stage 2. There are insufficient opportunities for pupils to develop their speaking and listening skills. Consequently, they often find it hard to articulate their thoughts and commit them to paper. Pupils' books contain too many pieces of incomplete work, reflecting teachers' low expectations and insufficient time for pupils to practise skills and complete tasks. Weaknesses in writing include mistakes in spelling and punctuation as well as grammatical inaccuracies when constructing sentences. In mathematics, too many pupils struggle when carrying out basic calculations. Pupils currently in Year 6 are making satisfactory progress. For example, in a well-planned lesson about how writing could be developed, pupils worked independently while learning how to make improvements to their own work. Although the teaching of reading is good in Year 6, pupils in other year groups struggle to develop more complex reading skills such as the ability to understand subtle implications in the text. Despite improved progress in Year 6, attainment is below average in reading, writing and mathematics at the end of Key Stage 2. The achievement of too many pupils, including those from minority ethnic groups and those who are known to be eligible for free school meals, is inadequate. Disabled pupils and those who have special educational needs and pupils from Irish Traveller backgrounds also make inadequate progress. This is because their needs are not comprehensively understood by class teachers and interventions have not been well planned.

### Quality of teaching

Parents and carers are generally satisfied with the quality of teaching. However, the inspectors found that teaching over time in Key Stage 1 and in Years 3 to 5 is inadequate and as a result pupils fall behind and are unable to catch up in Year 6.

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The format for planning lessons has improved. However, what is planned is not taught effectively. Often tasks do not provide sufficient challenge for more-able pupils and are not well matched to the needs of those who find learning more difficult. Learning is not checked thoroughly during introductions to lessons or when pupils are working independently. Teachers do not notice when pupils are not working at a fast enough pace and do not promptly challenge misunderstandings. A small number of teachers have good questioning skills, but questioning is generally not used well to develop pupils' understanding of what is being taught.

Opportunities to develop pupils' language skills are missed. There is a heavy dependence on commercial schemes to promote the development of basic skills, but these schemes are not always used effectively and this contributes to pupils' inadequate achievement in reading, writing and mathematics. The school is starting to address this, partly through setting homework that focuses on learning spelling patterns and multiplication tables. There is more to do, however, to secure improvements in pupils' acquisition of essential basic skills. The pace of learning is too leisurely during support sessions. Too often, too little is expected of disabled pupils and those who have special educational needs and those from Irish Traveller heritages. The quality of marking and the use of academic targets vary, but are unsatisfactory overall. Even where marking is of good quality, pupils do not respond well and often continue to make the same mistakes in their work.

While the inspectors found that teaching is not consistently satisfactory, it is good in Year 6. Here pupils' spiritual, moral, social and cultural development is particularly well promoted. For instance, pupils in Year 6 explored poetry with themes relating to love. They found the subject matter interesting and were very enthusiastic about learning. Pupils' spiritual, moral, social and cultural development is promoted satisfactorily elsewhere.

### **Behaviour and safety of pupils**

In the lessons visited by inspectors, behaviour was usually satisfactory and sometimes good. There is a calm environment in school. Although there have been issues with behaviour in the past, these have been resolved because the school is doing more to encourage pupils to manage their own behaviour. This includes the use of small nurture groups and more effective use of external expertise to provide help for those pupils whose circumstances make them potentially vulnerable. Additionally, staff provide an extended range of opportunities for pupils to take on responsibilities. The number of fixed-term exclusions has, however, risen in response to the setting of clearer behavioural boundaries.

Most pupils have a good understanding of what bullying is and say that it is rare. They also say that racist behaviour is unusual and, if it does occur, it is very quickly addressed by staff. Pupils describe some name calling but say that teachers always help them by tackling the culprits and issues are usually resolved fairly quickly. Most parents agree that staff have created an environment where pupils feel safe,

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although a few parents and carers expressed concerns about behaviour in lessons. The school provides pupils with appropriate guidance about staying safe, including when using computers or crossing the road.

Levels of attendance are below average, but these are improving rapidly because of more rigorous monitoring and extensive work to encourage more regular attendance.

### **Leadership and management**

Leadership and management are inadequate and there is no demonstrable capacity for further improvement. Leaders and managers, including governors, have not brought about enough improvement to the quality of education or to the outcomes achieved by pupils. The senior leadership team, although enthusiastic, is very recently formed and has not had time to make an important difference to outcomes. The acting headteacher is very determined. She has motivated the staff and the majority are determined to improve their practice. There is now a good appreciation of the reasons for underachievement because of the regular and accurate monitoring of teaching by the acting headteacher. As a result, school development planning accurately details the many areas where the school needs to improve. Currently, a very small number of key leaders are making an important contribution to school improvement, with better systems in place to support this on-going work. However, the skills of middle leaders are underdeveloped. For example, they do not have the skills or the opportunity to monitor the quality of teaching.

Professional development for staff has improved, including support from the local authority and visits to other schools to observe good practice. However, teachers have not responded consistently to external advice so that too much teaching is still inadequate or barely satisfactory. While the system that tracks the progress of individual pupils has been overhauled, assessment information remains unreliable. The induction and support for those pupils who join the school late or who have returned after periods of extended absence has improved, but the progress of these pupils is not monitored robustly. Additionally, not enough has been done to analyse the quality of learning during support sessions. Consequently, leaders and managers do not do enough to promote equality as they cannot be sure that every pupil reaches his or her full potential.

The school's safeguarding procedures are rigorous. Improved care for potentially vulnerable pupils has resulted in striking improvements to the attitudes and behaviour of some pupils. Pupils' spiritual, moral, social and cultural development is satisfactory because pupils are taught the difference between right and wrong, and they learn to develop respect for adults and other pupils. However, the curriculum is inadequate because it does not promote the development of the pupils' basic skills effectively or address the needs of disabled pupils, those who have special educational needs and pupils from Irish Traveller backgrounds. The curriculum in the Early Years Foundation Stage has improved, but some activities that are designed to promote early reading and writing skills are not well matched to children's needs.



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## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



29 March 2012

Dear Pupils

**Inspection of Holy Rosary Catholic Primary School, Wolverhampton, WV1 2BS**

Thank you for being so friendly when we visited your school. You made us feel very welcome and we found the comments you made very helpful. It was good to see that your behaviour has improved. Your school is currently not providing you with a satisfactory standard of education. We have placed your school into special measures, which means that inspectors will come back each term to check that your school is improving.

By the end of Year 6, your attainment is below that reached by many other pupils in schools across the country because you are not making enough progress in Key Stages 1 and 2. We have asked teachers to help you to understand the links between groups of letters and sounds, and to correct your spelling and punctuation errors and the way you structure your sentences. We have also asked them to help you to develop your mathematical skills. We saw that those of you who find learning difficult are also making slow progress. We have asked your teachers to improve their understanding of your needs and the quality of support you receive.

Although there is some good teaching, particularly in Year 6, much of the teaching in your school is not good enough. Sometimes, you are set work that is too hard for some of you and too easy for others. Teachers do not do enough to check your learning in lessons. We noticed that marking and targets are not used effectively to help you to improve your work. Even when teachers' marking is thorough, you do not always learn from it and sometimes continue to make the same mistakes. We have asked your teachers to improve these aspects of their work.

Leaders and managers are working hard to improve your school but there has not been enough impact on improving your achievement and the quality of teaching.

You can all help the school to improve by trying hard in all your lessons and always finishing your work.

Yours sincerely

Susan Walsh  
Lead inspector

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