

# Holy Rosary Catholic Primary School

Hickman Avenue, Wolverhampton, WV1 2BS

<b>Inspection dates</b>		15–16 January 2014	
<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Good	2
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The significant improvements to the quality of teaching and raised standards have not yet been established for long enough to make sure all pupils achieve well.
- The outside area in the Early Years Foundation Stage is not used well to give children opportunities to learn through play.
- The most able pupils do not achieve well.
- In mathematics, pupils have limited opportunities to investigate and to solve mathematical problems.
- When writing, some pupils struggle to develop and extend simple spoken answers into full sentences.
- Although behaviour has improved and exclusions are falling, too many pupils are excluded from school for a fixed length of time.
- Attendance remains low with an above-average proportion of pupils having a lot of time off school.

### The school has the following strengths

- The gap in standards between pupils eligible for pupil premium and others has reduced greatly across all years presently in school.
- Standards at the end of Key Stage 2 are broadly average and have risen as pupils across the school are making up good ground against previous weak performance.
- Pupils make good progress with their reading.
- Teachers know their pupils well and motivate them to work hard.
- Marking is highly effective in identifying what pupils need to do to improve their work.
- Pupils feel safe and procedures make sure all precautions are taken to ensure their safety.
- Senior leaders, governors and external support have worked very effectively to bring about great improvements to the leadership of the school, the quality of teaching, behaviour and standards so that the school is no longer inadequate.

## Information about this inspection

- The inspectors visited lessons in each class and observed 11 lessons. A number of these were jointly observed with a member of the senior leadership team.
- Meetings were held with governors, members of staff, a representative of the local authority, and groups of pupils. They also heard a group of Year 3 pupils read.
- There were only three responses to the online questionnaire for parents and carers (Parent View) and these were too few to be available to inspectors. The inspectors took account of comments made by parents before school and those who attended the mathematics workshop.
- The inspector observed the school’s work and looked at a number of documents, including the school’s information on pupils’ progress, records of the headteacher’s monitoring of the work across the school and documents relating to safeguarding.
- Inspectors observed the brass concert given by Year 4 pupils, pupils attending the craft and fitness clubs and the well-attended workshop for parents and carers.
- The inspectors also drew on evidence from the previous monitoring visits.

## Inspection team

Michael Smith, Lead inspector

Her Majesty’s Inspector

Mary Maybank

Additional Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- The school is smaller than the average-sized primary school.
- Over half of the pupils are supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals, pupils with a parent in the armed forces and those looked after by the local authority). This is well above average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- In March 2012, the school was judged to require special measures. The school has received monitoring visits, led by one of Her Majesty's Inspectors, in September 2012, January 2013, May 2013 and September 2013.
- Over the last year the school has been supported by a seconded deputy headteacher from St John Bosco Catholic Primary School Sandwell, who is also a local leader of education (LLE).

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

- Work with parents, carers and other agencies to:
  - reduce the number of exclusions by supporting pupils who are likely to be excluded so they feel more engaged and better motivated within school and at home
  - improve attendance rates and reduce the proportion of pupils who have too much time off school.
- Raise achievement by:
  - encouraging pupils to give responses in whole sentences rather than just single words when speaking about their work prior to writing
  - consistently challenging the most able pupils with more difficult work
  - using mathematical investigations and problem solving to challenge pupils and secure what they have learnt
  - developing more opportunities for children to learn through well-directed play and making better use of the outside area in the Early Years Foundation Stage.

## Inspection judgements

### The achievement of pupils requires improvement

- Achievement requires improvement because while pupils continue to make improved progress in reading, writing and mathematics across all years, they are still making up for previous poor progress.
- While most pupils now make expected progress from their starting point not enough pupils, including the most able pupils, go on to make the more rapid progress they are capable of.
- In 2013 at the end of Key Stage 2 the gap between pupils who are eligible for pupil premium and those who were not was above average. Pupils were about a year behind for reading and writing and about two years behind in mathematics. The gap at the end of Key Stage 1 was well below average. Accurate assessment information shows that now the difference is low across all year groups because of well-directed support, particularly in calculation skills and through daily support for reading and improving writing.
- Reading is a strength of the school. Pupils have a good understanding of how different letters or groups of letters are used to make words. Results for the Year 1 screening for phonics (letters and the sounds they make) that show the proportion of pupils meeting the nationally expected level to have risen significantly in 2013. Good work by teachers and teaching assistants ensured that the great majority of pupils who failed to meet the expected level in 2012 went on to meet it in 2013.
- Children start the Early Years Foundation Stage with skills and experiences well below those expected for their age. In particular, levels for social development, early speech and communication are low. Children make good progress but attainment remains below average as they progress into Year 1. While many children met the levels expected for their age, few exceeded them. Development of early reading is a strength but the outside area is not used well for children to learn through focused play or opportunities to enhance learning.
- Pupils make good progress with their reading. From being well below average in the Year 1 reading checks, the same pupils' Key Stage 1 reading test results show standards to be above average. This is outstanding progress for these pupils. Overall levels in writing and mathematics are broadly average at the end of Key Stage 1.
- Standards at the end of Key Stage 2 have improved but are below average. Results for the recently introduced spelling, punctuation and grammar test were disappointing and low. This is an area where the school has been concentrating this year and early indications show that they are improving.
- In mathematics the school has rightly concentrated on improving pupils' calculation skills. Pupils are now more confident when calculating. However, pupils have few opportunities to use their skills to solve problems, other than word problems, or to investigate mathematics and secure what they have learnt.
- Pupils who receive additional support because they have special educational needs are making improved progress. At times, these pupils make good progress, particularly when they have one-to-one or small-group support on the basics of reading, writing or calculation. Pupils from an Irish Traveller heritage are making good progress with their writing and reading.

- In lessons pupils make good progress as they respond well to some good teaching which they enjoy. Progress over time is improving as pupils make up for previous gaps in their learning.
- Pupils enjoy and take an active part in physical education (PE). The work with the external coaches has made sure pupils know about exercise as a means of being healthier.

### The quality of teaching is good

- Teaching is good with pupils making good progress in lessons because they understand what they are being taught and what is being expected from them. Work challenges pupils because teachers carefully select tasks which interest and engage pupils. For example, pupils were highly engaged by making Roman soldiers shields and marching around the playground in different battle arrays when studying Romans.
- The school rightly recognised that the most able pupils were not consistently stretched by their work, which was often too easy. Staff now plan to set work at the right level for all groups of pupils and then adjust their planning and support for the different groups as the lesson unfolds. This gives greater challenge for higher ability pupils and is starting to ensure they make better progress.
- Teaching assistants work well with pupils, particularly disabled pupils and those who have special educational needs. They are able to explain work and they make sure pupils do the work for themselves rather than relying on the assistants too much.
- Good quality marking identifies how well pupils are progressing and then gives pupils a follow up task to help them to improve their work. Pupils are given time to respond to these comments.
- Lessons include opportunities for pupils to improve their reading and writing. Pupils often talk as a way of preparing themselves to write. While pupils give some very good answers, they do not always extend these into sentences which would better help them improve their written work.
- Teachers expect pupils to break difficult words down into smaller groups of letters and this helps improve reading.
- Good use is made of mathematics across other subjects. For example, a wall display was very effective in using Venn diagrams to compare and contrast the film and book which the pupils were studying.
- Teachers have good relationships with their pupils and this has meant more pupils are fully engaged in their learning. Staff often link work with the topic they are covering and this gives the work greater relevance. For example, they use drama or use puppets to act out stories to help pupils to develop their ideas before they write their own stories.

### The behaviour and safety of pupils requires improvement

- Behaviour requires improvement because too many pupils are excluded for a fixed period of time. A large proportion of those excluded are pupils eligible for the pupil premium. This is often because of extreme behaviours or aggression, which are not typical of what happens every day for the majority of pupils within school. The school has introduced separate playgrounds for playing football by different year groups and more play opportunities which has had a positive impact in reducing incidents.

- While the school has made significant improvements to levels of attendance and reduced the proportion of pupils who are persistently absent attendance rates remain low. An above-average proportion of pupils still have too much time off school.
- Pupils behave well around the school. In lessons pupils show positive attitudes to their work because teaching is engaging. Pupils are rightly proud of their school and they take pride in their work and in their surroundings. For example, excellent displays around the school are well respected by pupils. They are proud of their different houses and they work well to try and gain house points for their saint. While not all handwriting is neat pupils make sure their books are cared for and they do not graffiti or 'doodle' in them.
- The school's work to keep pupils safe and secure is good. Pupils say there are occasional incidents of bullying. When these occur, they are confident that there is a teacher to whom they can turn for support. When incidents happen, the school provides support for both the children concerned and their parents and carers. They support both the perpetrator and the victim to help eliminate all such incidents.
- Pupils know about different types of bullying and they are aware of how to keep themselves safe when using the internet through safety sessions and continual reminders from staff. They also understand the dangers of sending images and messages with phones or over the internet. They were keen to explain that it may have gone from you but it was available all over the world.
- The school ensures pupils know about the various risks which they face, for example 'stranger danger' and the use of certain substances like alcohol and cigarettes. The school council is developing an idea of issuing a reflective armband for all younger children who walk to and from school.
- The school works very well with a variety of different agencies within the local authority to ensure children are safe.

### **The leadership and management are good**

- The headteacher and other senior leaders have been very effective in supporting staff to bring about significant improvements to the quality of teaching and learning and to raise achievement. The areas identified as inadequate in the previous inspection have been improved so that now teaching is good and achievement is rapidly improving.
- The headteacher has become stronger in her leadership and made good use of external support from other schools, both within the authority and in the neighbouring authority. There is now a clear direction of how the school is developing and what is expected from staff. Consequently there is a very good understanding of the high standards expected from all staff, teaching and non-teaching, and a commitment to carry on improving.
- Local authority support, along with that of the seconded deputy headteacher from John Bosco Catholic Primary School Sandwell, who is also a local leader of education (LLE), has helped the school improve. The local authority school improvement adviser is a frequent visitor and has supported the school and governing body to bring about the necessary improvements.
- Middle leaders have developed and improved in their roles. By taking responsibility for leading specific areas of improvement they are improving the quality of teaching. Observation of teaching is used well so that middle leaders can quickly target where extra support is needed.

The good leadership in the Early Years Foundation Stage has enabled a successful introduction of the new systems in the Reception Year.

- The school provides good pastoral care for its pupils, and at times their parents and carers. All aspects of safeguarding are taken very seriously so that pupils are safe and any concerns are quickly shared with external agencies so actions can be swiftly taken when the need arises. There are good relationships with parents and carers. This was demonstrated by the large number of adults who attended the mathematics workshop for Years 1 and 2. Parents and carers spoke very supportively of the school and its management, and how they thought it had improved greatly over the last year.
- There is an effective system to check on the quality of teaching and learning. This is linked to the process by which only teachers who meet their targets are suitably rewarded. Teachers commented that they found being observed highly supportive because areas for improvement were followed up with advice and support on how to teach better.
- Staff plan work for pairs of year groups around a theme. Pupils respond positively to these themes as they are carefully chosen to engage them. Subject leaders check plans to make sure that pupils cover all of the work they need. Lessons are enhanced with a very wide range of additional activities, clubs and after-school activities. For example, pupils in Year 5 are learning how to become judo players and Year 4 pupils were observed giving an excellent concert when they all played a cornet.
- Pupils' good spiritual and moral developments are based upon strong beliefs. For example, pupils often consider emotions when writing or discussing the rights and wrongs of ivory poaching.
- Pupils' social development is good. For example, in the Early Years Foundation Stage, children quickly develop good social skills by learning to play together and to take turns. Pupils enjoy art and music. Many enjoy learning to play an instrument and there is a large number who attend the craft club where they were observed learning origami.
- The school uses some of the additional funds for PE to buy in coaching from a local group for pupils in all years. These coaches also lead games in the playground at lunchtime twice a week. They have also bought in additional support from the local secondary specialist sports college to train teachers and help deliver a programme of dance across all years. The school runs a fitness club after school twice a week using a games console. The headteacher has checked on all teachers' expertise in teaching PE and has identified additional support to enable them all to teach PE well.
- **The governance of the school:**
  - Governance has improved greatly and it is now very effective in ensuring the school continues to improve. Through effective training by the local authority and increased expertise through appointments by the diocese, governors are far better informed and know what they must do to hold the school to account for its actions. This has meant that headteacher's reports are more detailed and are backed up by appropriate data which governors are now able to interpret to compare the school with previous years and also with schools nationally. Governors find the evaluation group, which was set up when the school was made subject to special measures, to be highly effective in holding leaders to account and are intending to carry on with this group now the school no longer requires special measures. Good progress information, lets them check effectively on how well additional support is being used for disabled pupils and those who have special educational needs and for pupils for whom the school receives the pupil premium. They closely check on how these groups are progressing compared to others within the school, and on the progress of pupils from different

backgrounds. Information is also used by governors to ensure all staff who are eligible for pay increases meet the necessary requirements or to challenge those who do not. Governors have very good systems to check that safeguarding systems in the school are as good as possible.



## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	104373
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	433683

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	182
<b>Appropriate authority</b>	The governing body
<b>Acting Chair</b>	Irene Warrilow
<b>Headteacher</b>	Helen Peters
<b>Date of previous school inspection</b>	28 March 2012
<b>Telephone number</b>	01902 558874
<b>Fax number</b>	01902 558869
<b>Email address</b>	<a href="mailto:holyrosaryprimaryschool@wolverhampton.gov.uk">holyrosaryprimaryschool@wolverhampton.gov.uk</a>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

