

# The Rosary Catholic Primary School

10 The Green, Heston, London, TW5 0RL

**Inspection dates** 25–26 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and her strong team of senior and middle leaders, teachers and support staff have ensured that standards in English and mathematics are broadly average. Given pupils' significantly lower starting points, this represents good progress which results from good teaching.
- High-quality teaching in the Early Years Foundation Stage enables many children to reach a good level of development by the time they leave Reception.
- Pupils who join the school speaking little or no English develop confidence and rapidly acquire language and communication skills that enable them to catch up quickly.
- Support staff, who work with pupils in need of extra help, make an invaluable contribution to pupils' successful learning.
- Strong personal, spiritual, moral and cultural development is at the heart of the school's success and underpins pupils' good behaviour.
- The school's investment in a new reading scheme has ensured that pupils develop strong reading skills across the school and that they read more widely. As a result, pupils are enabled to make good progress in reading from an early age.
- The governing body effectively holds the school to account for its performance, the management of its finances and safety.

### It is not yet an outstanding school because:

- Until recently, too many pupils have not attended school regularly.
- More-able pupils are not always given more demanding work as soon as they are ready to work at the next level, especially in English.
- Insufficient opportunities are provided for pupils to write at length in both English lessons and other subjects.
- Not all teachers check whether pupils improve their marked work and the quantity and quality of homework is too variable.
- Not all subject leaders are experienced enough to pinpoint precisely how to accelerate pupils' progress in their subject areas or are skilled at holding staff to account for their pupils' learning.

## Information about this inspection

- Inspectors observed 26 lessons, seven of which were jointly observed with the headteacher, the deputy headteacher and the assistant headteacher. Inspectors undertook a series of short visits to other lessons across the school, observed an assembly and listened to children read.
- Meetings were held with staff and pupils. The lead inspector met with the Chair of the Governing Body and two other governors. She spoke to a representative from the local authority by phone.
- Inspectors took account of the 29 responses to the online Parent View survey and a recent school questionnaire as well as the views of parents and carers they met. Inspectors also considered the 34 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, including national test results and the school’s own information about pupils’ achievement, the school’s self-evaluation, improvement plans, safeguarding policies, and records and documents relating to staff performance.

## Inspection team

Lesley Leak, Lead inspector	Additional Inspector
Patricia Dodds	Additional Inspector
David Webster	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average size primary school which has two forms of entry.
- The proportion of pupils who are eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is average.
- A very high proportion of pupils are from minority ethnic families.
- The proportion of pupils speaking English as an additional language is well above the national average. A quarter of these are at an early stage of learning to speak English. The highest proportion of children with little or no English is currently in Nursery and Reception.
- The proportion of disabled pupils and those who have special educational needs is in line with the national average. The proportion supported at school action plus or who have a statement of special educational needs is above average.
- The current headteacher's post was made substantive in March 2012.
- The school meets the government's floor standards, which set the minimum expectations for the pupils' attainment and progress in English and mathematics.

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

- Increase the proportion of outstanding teaching by:
  - ensuring that the more able pupils are challenged as soon as they are ready for more demanding work, especially in English lessons
  - making sure that pupils know their targets and are given time to act upon the advice given in marking
  - ensuring that homework is consistently set and appropriately challenging
  - providing more opportunities for writing at length in English lessons and other subjects.
- Strengthen subject leaders' roles by:
  - developing the skills of subject leaders so they can pinpoint precisely what needs to improve, when undertaking checks relating to the quality of teaching, and to hold teachers to account for the progress pupils make.
- Further improve attendance.

## Inspection judgements

### The achievement of pupils is good

- Most children in the Early Years Foundation Stage enter Nursery with skills and knowledge at significantly lower levels than expected for their age. Children learn extremely well as a result of the consistently good teaching they receive and, by the end of Reception, many have reached a good level of development. This is good achievement, given the very high proportion of pupils in Nursery and Reception who are in the early stages of speaking English. Over the course of Years 1 and 2, most pupils continue to make good progress in English and mathematics, securing attainment which is broadly in line with that seen nationally.
- The strong focus on promoting good language and communication skills from an early age helps pupils, especially those who are learning English as an additional language or who join late, to become confident learners who respond readily to questions and show positive attitudes to the challenges they are set.
- The phonics checks (linking letters and sounds) for six-year olds in 2012 and 2013 demonstrate exceptionally good phonics skills and this is having a strong impact on pupils' reading which is secure in Key Stage 1. Evidence from this inspection shows that pupils' reading is starting to improve further up the school as a result of a new reading scheme that has been introduced and because pupils benefit from regular access to a well-equipped and stimulating library.
- Pupils in the upper part of the school started Key Stage 2 with attainment which is below that expected for their age. Now when they leave Year 6, most pupils reach standards which are broadly in line with national levels in English and mathematics, as a result of the good teaching they receive.
- Standards in writing and mathematics are improving in the upper part of the school because time has been made for pupils to be taught in ability groups, where they are given work which is suitable for every pupil's needs.
- The proportion of pupils achieving in both English and mathematics at the highest levels is broadly in line with that seen nationally. However, not enough of the more able pupils, especially boys, are achieving the highest levels in reading. In some lessons, particularly in English, the more able are not given more demanding work as soon as they are ready and this limits the progress they can make.
- The school actively promotes equal opportunities and tackles discrimination by ensuring pupils who are not making sufficient progress are given extra help to achieve well. Regular checks on pupils' progress mean that anyone who needs extra help is quickly identified and provided with specific support. Consequently, most pupils who are disabled and those with special educational needs and those for whom English is an additional language make good progress.
- There is currently no gap in attainment between pupils supported by the pupil premium funding and other pupils in English and mathematics. Pupils eligible for support from the pupil premium funding initiative are making more progress in English and mathematics when their average point scores are compared with similar groups nationally. This is because the funding has been effectively spent on meeting the needs of identified pupils through additional support and other small-group activities to accelerate progress in English and mathematics.

### The quality of teaching is good

- Good teaching is enabling successful learning in English and mathematics as well as in other subjects such as religious education. Teachers know their classes well and have high expectations for pupils' behaviour and achievement.
- In the Early Years Foundation Stage, staff provide a stimulating and caring learning environment both indoors and outdoors, where children quickly become confident learners and make good progress. Benefiting from a good range of activities to extend their language and communication skills, children demonstrate high levels of engagement. Appropriately supported to write, count

and read, pupils are well prepared for Year 1. For example, during this inspection, a group of children in Reception were absorbed in using their newly acquired phonics knowledge to write a letter to an imaginary pirate while another group, working on their mini-whiteboards, successfully added numbers under 10 together.

- Increased gains in pupils' mathematical knowledge and understanding result from teaching which is directed to suit every pupil's needs. In particularly effective sessions, pupils are expected to apply what they have learned to real-life problem-solving situations which demand a high level of mathematical understanding and skills. For example, learning was exceptional in mathematics where more-able Year 5 pupils were revising equivalent values so that a group of high-attaining pupils successfully worked out how many children would not have milk if only 30% of 180 children receive milk every day.
- Adults who support pupils in need of additional help, including disabled pupils and those who have special educational needs or who are in the early stages of learning to speak English as an additional language, are making a remarkable contribution to their rapid progress because they are highly effective in meeting pupils' specific learning needs. This is often through one-to-one tuition or small-group work. Staff are expertly led and well briefed on how best to support these pupils and as a result they become successful learners. In one exceptionally inspiring Year 6 'booster' literacy class, pupils who are in the early stages of speaking English were both presenting and evaluating each other's talks about 'child labour' as part of their class topic. Learning to translate sentences in their home languages into English successfully broadened their language skills and deepened their confidence in speaking English.
- There are insufficient opportunities in some English lessons, as well as in other subjects, for pupils to write at length and thereby improve their confidence with a wide range of writing styles.
- Teachers do not always check whether more-able pupils find the work too easy or too difficult in order to set harder work for them when they are ready.
- Marking is regular, but in some classes pupils are not always clear about their targets. Teachers frequently provide useful guidance about how pupils can improve their work but sometimes this is not responded to by pupils. The homework which teachers set is too variable in quality and quantity and so does not always reinforce the learning carried out at school.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Inspectors agree with the parent or carer who awarded the school 'two thumbs up' for its strong discipline, work ethic and welcoming atmosphere. Pupils are unreservedly polite and courteous to one another and there is a strong community feeling to the school.
- Pupils value the many opportunities to take on important roles and responsibilities, such as having a role in the school council, or being a story writer for the school's newspaper, a bank clerk, a library ambassador or a youth leader.
- Good behaviour routines are well established and any 'off-task' behaviour is managed effectively by the teachers and support staff. As a result, pupils generally respond quickly to staff instructions and settle down to work in lessons right from the start.
- Pupils demonstrate strong attitudes to learning. They are friendly and supportive of one another, working well together in groups.
- Pupils' attendance has not been good enough for some time with above average numbers of pupils persistently absent from school. Since last September the situation has improved and attendance figures are now broadly in line with those seen nationally because the school's systems to rectify the situation have been effective.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to stay safe. Their understanding of the different types of bullying is secure and they say that bullying rarely happens but when it does the school deals with it swiftly.
- Pupils are fully aware about internet safety and have been taught about road safety. Older

pupils are provided with 'safer cycling' training. The school's newly installed electronic gates are closely monitored and the school's premises staff undertake regular risk assessments to check that the pupils are kept safe. Pupils who spoke with inspectors confirmed that they feel safe and well cared for.

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

- The headteacher and her highly effective team of senior leaders, governors, teachers and support staff are working successfully as a team to raise standards.
- Central to this picture of improvement is the school's clear view of its own strengths and weaknesses and its investment in high-quality professional development and training for staff that is closely linked to the Professional standards for Teachers.
- Many of the school's middle leaders are new to their roles and, while they take an active role in monitoring the quality of teaching in their subject areas, through 'book looks' and regular 'pupil progress' checks, they are not yet sufficiently experienced at identifying exactly what needs to improve or ensuring that class teachers are accountable for the learning and progress their pupils make in their subject areas.
- The curriculum provides an exciting range of opportunities to meet the needs, abilities and interests of the pupils. It is of a high quality for the youngest learners and broadened by a variety of enrichment activities such as visiting authors during 'Book Week' and clubs, including guitar, choir, sports, chess, gardening and cooking. Pupils enjoy their active partnership with Mbabzi School in Malawi, as pen pals and through fund raising. New approaches to reading, including boy-friendly texts, are fostering a love of reading more effectively than previously. However, there are too few opportunities for pupils to write at length in English lessons and in other subject areas, apart from religious education, and the needs of the most able are not consistently met.
- There are many opportunities for pupils to participate in activities that promote their social, moral, cultural and spiritual development and which allow good behaviour to flourish. Time is made for spiritual reflection and prayer and Christian morals and values underpin the life of the school. At the same time, the school arranges visits to a range of religious buildings and ensures that pupils understand and respect faiths which are different from their own.
- The school makes good use of the additional funding it receives for sport by employing a sports coach who has broadened the range of sports available and is training staff to ensure this provision remains ongoing. The school is aware of the need to monitor participation rates in sports activities after school, to ensure that as many pupils as possible are involved in order to develop healthy lifestyles and better physical well-being.
- The local authority provides effective 'light touch' support in recognition of the school's good overall effectiveness.
- **The governance of the school:**
  - The governing body makes an effective contribution to the quality of education the school provides. The governing body knows how the school performs against national standards and pays close attention to the school's assessment and pupil performance information. Governors know how the pupil premium funding is allocated and are rightly proud that the achievement gap has narrowed as a result.
  - Governors have a clear awareness of the main strengths within teaching and how well pupils achieve.
  - They have had relevant training about keeping the school under review and rigorously follow up on areas where the school could be doing better, with notable impact.
  - The governors hold the headteacher to account for the school's performance and the management of its finances which are sound.
  - Governors have overseen a new pay policy for staff and are aware of the need to monitor the link between how well staff perform and the salaries they receive.
  - Governors encourage parents and carers to engage with the school. They make sure that safeguarding arrangements meet statutory requirements.

## 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>	135261
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	431297

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	475
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Kenton
<b>Headteacher</b>	Mrs T Paczek
<b>Date of previous school inspection</b>	12–13 January 2009
<b>Telephone number</b>	020 8570 4942
<b>Fax number</b>	020 8570 8874
<b>Email address</b>	admin@rosary.hounslow.sch.uk



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