

Holy Rosary RC Junior Infant and Nursery School

Fir Tree Avenue, Fitton Hill, Oldham, Lancashire, OL8 2SR

Inspection dates 10–11 September 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Established senior leaders ensure that effective support and attention is given to individual pupils and their needs. As a result, pupils enjoy school, work hard and make good progress.
- Subject leaders check the quality of teaching in their subjects effectively and are good role models for less experienced members of staff. All staff are prepared to learn from each other.
- The effective governing body ensures that school leaders continue to make improvements, through careful checks of the work of individual teachers and the progress of pupils in their classes.
- Pupils achieve well. Many children begin school with skills lower than those typical for their age and leave Year 6 with attainment that is usually comparable to national averages.
- Pupils behave well in lessons. They listen attentively to adults who care for their well-being. Safeguarding procedures are robust and children say they feel safe in school.
- The quality of teaching is good. Recent developments in the way teachers mark pupils' work and show pupils how to improve their work, are having positive effects on pupils' achievements. Mathematics skills are taught well throughout the school.
- Children in the Early Years Foundation Stage make good progress as a result of stimulating resources indoors and particularly in the outside area. Knowledgeable staff ensure that the needs of young children are met well.

It is not yet an outstanding school because

- Teaching is not outstanding as pupils do not always make the fast progress of which they are capable, especially with their writing.
- Behaviour outside of lessons does not always match the high standard in lessons.
- The most able pupils do not achieve the highest standards of which they are capable in their reading and writing.

Information about this inspection

- Inspectors observed 17 lessons or parts of lessons, of which two were observed jointly with the headteacher.
- Inspectors listened to pupils read and reviewed the work in their books.
- Meetings were held with senior leaders and different groups of people involved with the school. These included pupils, parents, members of the governing body, members of the teaching staff and a representative from the local authority.
- Inspectors took into account the results of the school's recent parental surveys, the 12 responses to the on-line questionnaire, Parent View, and 16 responses from staff to the inspection questionnaire.
- Inspectors reviewed a range of documents, including plans for improvement, records of the school's checks on pupils' and teachers' performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

Inspection team

Faheem Chishti, Lead inspector

Additional Inspector

Barbara Flitcroft

Additional Inspector

Full report

Information about this school

- Holy Rosary Roman Catholic Junior, Infant and Nursery School is an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils from minority ethnic groups and who speak English as an additional language is much smaller than that found nationally.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a breakfast club.

What does the school need to do to improve further?

- Improve the quality of teaching so that a greater proportion is outstanding, by:
 - providing more opportunities for pupils to help each other with their learning, and to be able to demonstrate this learning to others in a variety of different ways
 - enabling pupils to redraft their writing more often so that improvements are rapid
 - ensuring that writing in different subjects is given the same attention and high expectation as found in English.
- Ensure that the most able pupils are challenged further to attain the highest standards they should in reading and writing.
- Ensure that behaviour outside lessons matches the high standards found in lessons through increased responsibilities for pupils and higher expectations by staff.

Inspection judgements

The leadership and management are good

- The school is led and managed well by an experienced headteacher who has an accurate understanding of the strengths and areas for development of the school. She is supported by a knowledgeable deputy and, together as senior leaders, they provide an excellent partnership that drives forward improvement at a steady and sustained pace.
- The overall effectiveness of the school has declined since its previous inspection in 2007, largely due to the decline in the proportion of the pupils reaching the highest levels of attainment at the end of Key Stage 2. The characteristics of pupils in the school have also changed somewhat in the intervening seven years. Leaders are addressing these changes effectively, in addition to meeting the needs of increasing proportions of disadvantaged pupils and those who speak English as an additional language.
- Knowledgeable subject and middle leaders have been given the freedom to implement changes. They have good opportunities to actively drive further improvements. This is particularly evident in the leadership of mathematics and the early years. Careful consideration of pupil groupings and regular practice in problem-solving activities have maintained high standards across the school.
- Checks on the quality of teaching are robust. Lesson observations are carried out by two or more leaders together. This ensures that leaders develop expertise alongside each other to make accurate judgements. The leadership's judgements of the quality of teaching over time largely match judgements made by inspectors.
- The curriculum meets pupils' needs well. There is a significant focus on literacy and numeracy which are key priorities for the school. Music and art are particular strengths of the school. However, the potential to develop pupils' writing more extensively through work in other subjects is not strongly developed.
- The use of computer devices is effective both as a teaching aid and also by pupils in their learning. Tolerance and respect, a feature throughout the school and in the curriculum, prepare pupils well for life in modern Britain so that their spiritual, moral, social and cultural development is good. Extra-curricular provision is also good.
- The school has identified a preferred approach to assessment following the removal of National Curriculum levels; however, this is very much in its infancy.
- Primary sports funding is used to buy in specialist teaching with expertise in physical education. These additional staff work with teachers, subject and phase leaders to develop their coaching skills in aspects such as gymnastics, and provide additional extracurricular sports which are increasing participation rates and improving pupils' health and well-being.
- The leadership of provision and support for disabled pupils and for pupils with special educational needs is good. Staff check their academic as well as emotional development very closely. The impact of work in the nurture group often produces outstanding progress for some pupils.
- School leaders make appropriate use of the pupil premium to support the achievement of disadvantaged pupils well. The impact of this is seen more extensively in Year 6. Analysis of their progress compared to that of other pupils in the school is effective.
- The local authority has an excellent understanding of pupils' progress and attainment and provides on-going, effective support for school leaders. The school, in turn, takes an active part in local initiatives and works closely with other schools. For example, all staff have regular opportunities to discuss the level of their pupils' work with colleagues from other schools.
- There is a high degree of spiritual, moral, social and cultural awareness in this school. Pupils care for each other and their surroundings well. Parents report that pupils' attitudes often change for the better once their children step through the doors of the school. Work carried out in the nurture group in particular has transformed the attitudes of individual pupils.
- The appraisal system for checking teachers' performance has contributed to the good teaching across the school. Individual targets are used by the headteacher and the governing body to determine whether pay rises and promotion are justified by results.
- Parents speak very highly of the school and are heavily involved with their children's learning through a range of activities set up for them such as workshops, clubs, and regular invitations to assemblies. Their involvement with viewing their children's work through video presentations every half term by staff is particularly impressive.
- **The governance of the school:**
 - An established governing body has the relevant skills to provide sufficient support and challenge to school leaders, and members carry out their statutory duties well. Members have up-to-date knowledge of pupils' achievements and have a good understanding of the key areas for improvement. They are

gradually becoming more aware of the progress made by different groups of pupils in school. They make good use of school data such as found in the data dashboard and are provided with support in analysing further aspects of school data. They are aware of the use of performance management to reward good teaching and to tackle aspects of weaker teaching. Named class governors take an active role in checking the progress of pupils in their class.

- Governors make appropriate use of information to plan the use of funding such as the pupil premium and the primary sports funding. They ensure that pupils benefit from the impact of such funding. The promotion of tolerance and respect for people of all faiths is a high priority at Holy Rosary in order for pupils to be prepared for life in modern Britain as evidenced with an array of activities, visitors and celebrations throughout the year.
- The governing body ensures that safeguarding procedures are robust and meet current requirements.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils enjoy coming to this popular school and say that they like learning. They say 'teachers show us what we have to learn next'.
- In the vast majority of lessons, pupils' attitudes to learning are good and pupils participate well in lessons. An efficient system to reward pupils when they behave well gives them electronic points which can be spent by pupils later in the year and this spurs them on to maintain high standards in all they do.
- Teachers are adept at ensuring that pupils have high standards of behaviour in lessons. Sometimes their behaviour is not always of such a high standard when they are not in the presence of their usual teachers, or when they are not in lessons. For example, a very small number of pupils make a little too much noise in the corridors. A school council and 'pastor leaders' are established, and pupils enjoy these responsibilities and carry them out conscientiously, although they could cope with even more.
- Lunchtimes are well organised and carefully managed by staff. These are social occasions, if rather noisy at times. Everyone follows the familiar routines and lines up patiently.
- Inspection evidence revealed that, although there are some fixed-term exclusions and some incidents of misbehaviour, these are rare. Pupils are very confident in the abilities of school staff to deal with any such incidents.
- The work of the nurture group to support pupils with behaviour and emotional issues is good. Although not fully operational during the course of the inspection, pupils and parents of pupils who have benefited from this service, spoke extremely highly of the positive changes in the attitude of pupils.
- The school operates a well-attended breakfast club for over 40 pupils daily. Activities are appropriate and enable pupils to make a good start to the day. Pupils with less than good attendance or punctuality and disadvantaged pupils are encouraged to attend the club and this helps to improve their attendance.
- The school's work to keep pupils safe and secure is good. The high proportion of adults who support pupils ensures that all pupils are kept safe and are looked after well.
- Attendance is consistently above the national average because pupils enjoy coming to school. They receive significant rewards for good attendance and their attendance is checked closely by an attendance officer if it dips below average at any time.
- Parents who responded to the on-line questionnaire (Parent View) and those who met with inspectors expressed positive views about pupils' behaviour and safety.

The quality of teaching is good

- Evidence from a range of sources shows that the quality of teaching over time is typically good. Teachers command excellent respect from pupils in the classroom. Teaching assistants and other staff are deployed well to target specific support when required during lessons.
- Most pupils are taught in their own classes, although mathematics is taught in ability groups throughout the school. This ensures that the most able pupils are usually challenged well in their mathematics and the less able pupils are also supported well by teachers and teaching assistants.
- The teaching of mathematics is particularly strong. This is due in no small part to the excellent curriculum for mathematics which ensures that work is interesting, matches pupils' abilities and encourages pupils to use practical tasks to develop their skills. For example, during a lesson in Key Stage 2, pupils were introduced to 'averages' in a practical way by timing each other's sprints in the playground.
- The innovative way in which teachers mark pupils' work helps pupils learn quickly. For example, pupils often relate back to their 'next steps' boxes in their books to reflect on what they need to improve. This

works well, even in the Nursery class. Similarly, most pupils, including the most able, receive appropriate homework.

- Well-trained teaching assistants provide excellent support throughout the school. Their use of questioning, a considerate manner, and an acute understanding of pupils' next steps in learning, ensures that pupils make good progress, particularly disadvantaged pupils and those with special educational needs.
- The teaching of reading is effective. Most pupils have opportunities to read every day and usually have a second book of their choice to take home regularly, especially in Key Stage 2.
- The teaching of writing is a priority for school leaders, with recent developments such as a new marking policy now in place. Further work is still in its infancy. The quality and marking of writing is not as strong in other subjects as it is in English. Similarly, pupils' handwriting and general presentation also show some variability from class to class.
- The teaching of disabled pupils and those who have special educational needs is good. Leaders manage the provision well, identify pupils' needs at an early stage and put the necessary support in place. Highly-skilled teaching assistants ensure that pupils receive support that is often inspirational and is matched well to their needs.
- Activities provided for the most able pupils do not always allow them to make as much progress as they should. Scrutiny of work shows that they often undertake tasks similar to those given to others in the classroom. Less able pupils, conversely, have appropriate work set for them.
- Pupils do not demonstrate sufficiently their own learning or help others with their learning. For example, in a Key Stage 2 lesson, pupils often provided reasonable explanations in response to the teacher's questions about ordering decimals. However, these were not sufficiently celebrated or explained clearly enough to the rest of the class.

The achievement of pupils is good

- Many children begin school with skills lower than those typical for their age, but leave Year 6 with attainment that is usually comparable to national averages. Current progress of pupils across all year groups is good. At the end of Key Stage 2, pupils' attainment matches, or is close to, national averages in reading and writing. Attainment in mathematics is higher and consistently above the national average. At the end of Key Stage 1, pupils are now attaining the levels expected of them in reading and writing. Their attainment is consistently above the national average in mathematics.
- Reading skills are taught well using phonics (learning letters and the sounds they make) and pupils use these skills successfully in their initial efforts in reading and writing. Pupils perform well in the reading screening check in Year 1, attaining above the national average. Although attainment sometimes fluctuates, there are rising trends at the end of Key Stages 1 and 2 in reading. The proportion of pupils making better-than-expected progress is at least similar to national averages and sometimes even better.
- The achievement of pupils in mathematics is a strength of this school. Both in their attainment and their rate of progress, pupils consistently achieve better than national expectations, and have done so for a number of years.
- The achievement of pupils in writing does not yet match that of reading and mathematics. Pupils' attainment in writing at Key Stage 1 is broadly average, but is slightly below the national average at Key Stage 2. Although the current progress of pupils across the school is now good, the rate of progress has not always matched national expectations, particularly in 2013. Recent improvements, however, are having a positive effect, for example, year-on-year continuous improvements to attainment in Year 1 and a two-year improving trend at the end of Year 6.
- The most able pupils do well in mathematics. Many pupils make better-than-expected progress and thereby attain the higher standards expected of them at Key Stage 1 and also usually in Key Stage 2. This is due to a sustained approach by the school to teaching mathematics in ability groups throughout the school, which allows the most able pupils to challenge each other further with their learning. The daily expectations of having a problem-solving activity further helps the most able to think more deeply about mathematics. This is not matched however in reading and writing, where their attainment fluctuates from below the national average to sometimes slightly above the national average.
- By the end of Year 6, the achievement of disadvantaged pupils is good. They perform better than their peers nationally by over two terms in reading, writing and in mathematics. Similarly, they outperform their peers in school in mathematics by approximately half a term, and in writing by over a term. Their attainment in reading, however, is similar to that of other pupils in the school.
- Disabled pupils and those who have special educational needs receive effective support so that they make

good progress, similar to that of other pupils in the school. This is because planning and teaching are closely matched to pupils' prior attainment and needs and also as a result of the high numbers of extra staff who provide additional support to groups of pupils.

The early years provision

is good

- An excellent partnership between the nursery and reception classes ensures that children at Holy Rosary get off to a good start. This is a result of the strong leadership of the setting which brings expertise in early years education to this key stage. Regular monitoring by the local authority over the last three years has confirmed the accuracy of teachers' assessments of children's work and skills.
- Many children begin the Nursery class with skills and knowledge below those typical for their age. They make good progress, with the majority of children leaving Reception Year working at the level expected of them, and so they are well prepared for Year 1.
- Children's attainment by the time they leave Reception Year is particularly strong in the areas of communication, language, reading and mathematics.
- The provision for all groups of children, both indoors and especially outdoors, is very stimulating. Children are never bored and often invite adults to help them to investigate problems or share resources. The outdoor learning environment helps children to develop their learning at a fast pace. Children have no problem sharing resources and often collaborate to complete tasks.
- Children show what they understand and how they are moving forward in their learning as they answer continuous questions from enthusiastic and energetic staff. Children choose and work on their own tasks in the setting, as well as being led by adults on specific tasks such as reading or number activities. This ensures that their progress is checked thoroughly and that gaps in learning are rarely missed.
- Impressively, parents' opinions about their child's learning are valued equally alongside those of teachers. For example, an electronic record of children's progress has evidence submitted by staff and parents.

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

Unique reference number	105701
Local authority	Oldham
Inspection number	449356

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair	Paul Devine
Headteacher	Barbara Morris
Date of previous school inspection	7 March 2007
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