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Mrs H Peters
Holy Rosary Catholic Primary School
Hickman Avenue
Wolverhampton
WV1 2BS

Dear Mrs Peters

No formal designation monitoring inspection of Holy Rosary Catholic Primary School

Following my visit to your school on 18 September, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Chief Inspector was concerned about behaviour at the school.

Evidence

Inspectors considered a range of evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons.
- observations of pupils' behaviour throughout the day, including discussion with pupils
- documentary evidence
- discussions with leaders and staff.

Having evaluated all the evidence I am of the opinion that at this time:

Behaviour and safety are good.

Context

At the most recent inspection it was noted too many pupils were excluded for a fixed period of time and pupils' attendance rates were low. These aspects were identified as areas in need of improvement.

The school is smaller than the average-sized primary school having 185 pupils on the school roll. Over half of the pupils are supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals 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, including those with a statement of special educational needs, is above average. The proportion of pupils from minority ethnic groups is above average. Since the latest inspection in January 2014 three teachers have left the school and two teachers have joined. The school's leadership arrangements have been restructured. Two assistant headteachers have responsibility for learning and teaching and inclusion. There are subject leaders for English and mathematics and a leader with responsibility for the Early Years Foundation Stage.

Behaviour and safety of pupils

Pupils throughout the school, from the Early Years Foundation Stage to Year 6, show good social skills and attitudes to learning that make a positive contribution to their learning and progress. Pupils take turns, cooperate and encourage each other to behave well and concentrate on their work. Pupils have the skills to work in small groups, in pairs and with 'talk partners'. They listen attentively to and respect the views of others, share equipment and ideas and support each other's learning. The work in pupils' books is consistently neat, well-presented and accurate. Tasks are completed and pupils act upon the advice given to them by teachers and teaching assistants. There is no graffiti on or in pupils' books. One pupil spoke for many when she stated, 'we are expected to look after our books and take pride in them'. Techniques to secure the attention of pupils and to modify any unacceptable behaviour are consistently used by teachers and teaching assistants. This is done through a range of hand signals or clapping routines. Teachers model appropriate behaviour and speak respectfully to each other, to parents and to pupils. Teachers routinely praise pupils for good work and behaviour.

Pupils are well-behaved when they arrive at school, at breaks and lunchtimes and when they leave school at the end of the day. They show respect for each other and for staff. Teaching assistants, lunchtime supervisors and kitchen staff, state that the majority of pupils show them respect at all times being polite, courteous and thoughtful, for example, by helping to tidy the dining room without prompting. Since the last inspection, the school has increased the number of activities available to pupils at break and lunchtime. Pupils say that this has helped to reduce the number of incidents of aggressive behaviour at this time. As a consequence, the number of pupils excluded for a fixed period of time for aggressive behaviour at break and lunchtime has reduced. Since the inspection in January 2014 there have been two fixed term exclusions in the spring term and none in the summer term. There have been no fixed term exclusions since the start of term. This is below national figures. There is little litter around the school site and the wall displays, learning resources and facilities are treated with respect. The pupils' toilets are clean and hygienic. Pupils wear the school uniform with pride. The majority of parents say that pupils' behaviour has improved and the school has taken steps to promote a positive

culture of good behaviour and high expectations. However, a minority of parents said that the school did not let them know if their child was involved in incidents of bullying or poor behaviour.

Teachers record the incidents of unacceptable behaviour and the number of rewards given to pupils. However, these records are not monitored, evaluated and reviewed. As a result, school leaders are unable to accurately measure the effect actions have on improving pupils' behaviour and attendance.

School leaders accurately monitor and evaluate pupils' punctuality and attendance and work closely with the Education Welfare Officer to provide challenge and support to children and their families. Pupils and parents say that the school rigorously follows up reasons for absence through texts, first day calls and an expectation that reasons are given for absence. Family holidays during term time are not sanctioned as authorised absence. As a consequence, attendance has improved to a figure that is in-line with national figures. The number of pupils who are persistently absent, absent from school for 15 percent or more of lessons, has dropped and is now lower than national figures. The attendance of pupils who are disadvantaged or who are disabled or have special educational needs is similar to that of other pupils. However, pupils' attendance in Year 3 is below that of other pupils and below national figures.

When asked, pupils state that they feel safe in school and know how to keep themselves safe in different situations, including resisting the attempts of others to persuade them to act in a way that is anti-social or unlawful. Pupils are clear about the different types of bullying and know who to go to if they witness bullying. Though incidents of bullying are rare, pupils say that adults in school act quickly to support the victim and the perpetrator. The school's Catholic ethos and curriculum prepare pupils for life in modern Britain. Pupils know about, understand and show respect for different cultures. As a consequence, pupils say that they have not witnessed any racist bullying and that this type of bullying does not happen in the school. Information provided by the school reflects this.

Priorities for further improvement

- ensure that records of pupils' behaviour and the number of rewards awarded are monitored, evaluated and reviewed in order to inform subsequent actions, policy and practice
- improve the attendance of the pupils in Year 3 so that it is in line with other year groups
- ensure that parents are fully informed and involved if their child is bullied or displays poor or inappropriate behaviour.

I am copying this letter to the Director of Children's Services for Wolverhampton, the Chair of the Governing Body and the Archdiocese of Birmingham. This letter will be published on the Ofsted website.

Yours sincerely

Peter Humphries
Her Majesty's Inspector