

School report

The Rosary Catholic Primary School



Beeches Green, Stroud, GL5 4AB

Inspection dates 14–15 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Requires improvement 3
Leadership and management	Requires improvement	3
Behaviour and safety of pupils	Requires improvement	3
Quality of teaching	Requires improvement	3
Achievement of pupils	Requires improvement	3
Early years provision	Requires improvement	3

Summary of key findings for parents and pupils

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

- Changes in staffing in the past have hindered the effectiveness of the academy. These changes have led to inconsistencies in the quality of teaching over time and in pupils' achievement.
- Teachers do not always expect enough from their pupils. Not all teachers provide sufficient challenge for their pupils and poorly presented work is too readily accepted.
- Although the marking of pupils work has improved, it is not always applied consistently across the academy and between subjects.
- There are not enough resources in the Early Years Foundation Stage outdoor area to support literacy and numeracy skills.
- Teachers are at an early stage of developing the new curriculum. Some subjects are not taught in sufficient depth.
- Attendance is below the national average.
- A significant number of parents and carers do not have confidence in the leadership and management of the academy. Communication with parents is not always effective.
- Leaders' evaluation of the academy's work is too generous. Over time, checks on the quality of teaching have not been rigorous or timely enough to secure the rapid improvements needed.
- Until recently, the academy's strategies to manage the challenging behaviour of a small number of pupils have not been effective.

The school has the following strengths:

- Pupils' spiritual, moral, social and cultural development is good. Pupils have a strong understanding of British values.
- The conduct of the vast majority of pupils is good. Pupils feel safe.
- The teaching of phonics (the knowledge of sounds and letters) is good.
- The governing body is now effective at holding leaders to account.
- As a result of a recent action plan and support from the local authority, current standards in Year 2 and 6 have improved.

Information about this inspection

- The inspectors observed teaching and learning in 15 lessons of which two were observed jointly with academy leaders. In addition, the inspectors made a number of shorter visits to lessons.
- The inspectors held discussions with academy leaders, including the headteacher, staff, governors and representatives of the local education authority.
- The inspectors observed the academy's work and looked at documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. They heard groups of pupils reading and spoke with pupils about behaviour and the safety arrangements at the academy.
- The views of 64 parents were analysed through the online questionnaire, Parent View. In addition, inspectors spoke with some parents and considered views of parents who wrote letters.
- The views expressed by the 23 staff who responded to the staff questionnaire were also considered.

Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Linda Rowley

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary academy, where most pupils are of White British heritage.
- The Rosary Catholic Primary School converted to become an academy on 1 September 2012. When its predecessor school, of the same name, was last inspected by Ofsted it was judged to be good overall.
- Since the formation of the academy, there have been some staffing and leadership changes. In January 2015, the senior leadership team was reorganised.
- The proportion of pupils supported by the pupil premium, which provides additional funding for disadvantaged pupils, including those known to be eligible for free school meals and children who are looked after, is below the national average.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- A pre-school provider, Bar Bar, shares the academy site. This provision is inspected separately.
- Early years provision is full time and consists of one class.
- In February 2015, leaders, working closely with the local authority, commissioned a review of the academy. A rapid action plan was initiated at this point.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievement and attainment, especially in mathematics and writing, by ensuring that:
 - teaching staff have higher expectations of what pupils are capable of and plan lessons that fully challenge them
 - subjects are taught in more depth and there is a greater focus on developing pupils' skills in grammar, spelling, punctuation, writing and mathematical skills across all subjects
 - resources in the Reception class outdoor area support the development of literacy and mathematical skills.
- Improve the leadership and management of the academy by ensuring that:
 - the monitoring of teaching is more rigorous and frequent
 - behaviour, bullying and accident records are fully completed with appropriate follow up recorded and reported to governors
 - communication with parents is more effective
 - leaders work more closely with parents so that pupils arrive at the academy on time, that attendance improves and parents' confidence in the academy rises.

Inspection judgements

The leadership and management **require improvement**

- Leaders have been unable to maintain consistently good teaching during the period of staffing changes. Over time, this has slowed the progress of pupils in reading, writing and mathematics. Although further slippage has been minimised by introducing a range of additional measures, not all pupils are making the progress they are capable of.
- The academy has a small number of pupils whose behaviour is challenging. Changes in staffing and the inconsistencies in the support they were given resulted in frequent interruptions to pupils' learning. While the academy is now tackling this issue and pupils say behaviour is getting better, a significant proportion of parents rightly expressed concerns that this has not been tackled more quickly and effectively.
- Prior to the implementation of an action plan, the role of leaders, including middle leaders, was not clearly defined. They did not play a key role in influencing improvements in teaching by making checks and following up areas requiring development.
- The academy's partnerships with parents require improvement. Some parents are unhappy about some aspects of how the academy is led and managed. The academy has run sessions for parents to explain to them what it does and the reasons for its actions. Parents appreciate this, but the academy knows that it still has more to do to engage with a greater proportion of its parent community.
- The academy's information on pupils' attainment, and what was seen in pupils' books, confirms that pupils progress is improving. This, together with the strengths of the interim leadership team and the successful implementation of the action plan, shows that the academy has the capacity to improve. Although their self-evaluation is overgenerous, school leaders know what needs to be done to improve the quality of teaching and pupil progress.
- The strong focus on the academy and personal values linked to British values contributes very well to pupils' spiritual, moral, social and cultural development. For example, pupils understand that some pupils have difficulty managing their behaviour. They also have a good understanding of different faiths and cultures.
- In light of changes to the new National Curriculum, academy leaders have reviewed the work planned by teachers. Although pupils really enjoy their work, they do not always have sufficient opportunities to apply their writing and mathematical skills across all subject areas. Inconsistent approaches and depth of study have led to variations in standards and progress between subjects. This is particularly so in Key Stage 2.
- The curriculum is enriched through a wide range of educational visits, visitors to the academy, use of the outdoor areas and French lessons. It provides pupils with a broad range of interesting activities and exciting learning experiences. During the inspection pupils from Year 6 were enthusiastically performing their musical, 'Time Lord'.
- New systems to check the progress of pupils and to provide accurate and up-to-date information are being used with increasing effectiveness to manage the performance of staff. There is now a clear link between the performance and salary progression of staff.
- The academy fosters good relations and tackles any form of discrimination well. However, not all pupils have an equal opportunity to succeed because they do not achieve as well as they should from their starting points.
- Leaders make sure that the pupil premium funding is used well to support disadvantaged pupils. Academy data show that gaps in attainment between disadvantaged pupils and their classmates are narrowing. The impact of targeted interventions is carefully checked by the academy and the governing body.
- The academy uses the primary sport funding well. It has been used to increase the scope of sports activities available to pupils during, and after, the academy day. It pays for coaching by sports specialists and this, in turn, adds well to teachers' expertise. A wide range of sports and inter-school competitions is available and popular with pupils; this contributes well to their health and well-being.
- Leaders and governors ensure that safeguarding meets statutory requirements. Staff are well trained to recognise signs of possible child abuse. Procedures to record incidents and take appropriate action are effective. However, behaviour, bullying and accident records are not always completed in line with the academy's agreed policies.
- The local authority has been fully involved in the action plan and given a good level of support. This, together with the review undertaken this year, has helped leaders identify priorities for improvement.

■ The governance of the academy:

- As a result of training, there has been a significant improvement in the effectiveness of the governing body to carry out its statutory duties. Governors have a clearer understanding of test results. They are better informed about academy life and are involved in the plan to improve the school. This is enabling them to challenge leaders and support their drive for improvement. Governors are knowledgeable about the use of the pupil premium funding and confidently explain how it is being used. They understand how the academy's expenditure has had a successful impact on sports-related activities. Governors now have a greater understanding of the link between the quality of teaching, performance targets and salary increases for staff. However, they have not always been fully informed about incidents and issues of concern at the academy. They are aware of the need to improve communication with parents and to respond to parents' lack of confidence in academy leaders.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement. The inconsistencies in the quality of teaching mean that sometimes lessons are interrupted to manage the behaviour of a small number of pupils. Pupils do not learn as well as they could because some they lose concentration. Pupils spoke very maturely about this to inspectors and how the behaviour of a few sometimes makes them unhappy. Some parents also indicated that, at times, it upsets their children.
- The number of exclusions has increased this year and is now above the national average.
- Most pupils are polite and courteous in lessons and as they move around the academy. Nevertheless, although attitudes to learning are improving, pupils do not always finish their work to the highest standards.
- Pupils are well supervised during break times and adults talk to them and play with them. However, pupils say that adults do not always deal with their concerns at lunchtime quickly enough.
- Pupils enjoy taking on responsibilities. The Year 6 pupils are proud of their roles as academy councillors, play leaders and being part of the chaplaincy team which organises and plans assemblies.
- Attendance is below average and a number of pupils are not punctual. There have been recent improvements to attendance and behaviour. This is a direct result of the effectiveness of the pastoral support worker.

Safety

- The academy's work to keep pupils safe and secure requires improvement. Pupils report that bullying does happen, explaining that a small number of pupils are sometimes rough at play, aggressive or say 'bad things'. This sometimes makes them feel frightened and upset. Not all pupils are confident that these instances are dealt with quickly enough by adults.
- Agreed academy systems, for example accident reports and risk assessments, are not always completed fully in line with academy policies and monitored by leaders, including governors. This means that trends and behaviour patterns are not checked.
- The pupils understand that there needs to be an element of persistence for aggressive or unsociable behaviour to be bullying. They know about how they can be bullied on the internet and when using a mobile phone. Safety online is also reinforced when pupils use the internet in the academy. The use of prejudice-based language is rare and pupils know it is wrong. Pupils generally feel safe in the academy.
- Procedures to ensure that visitors on site have the appropriate checks before coming into the academy are effective. The academy ensures that teachers are kept informed of information related to keeping children safe from possible abuse.
- Effective systems are in place to ensure that pupils are safe when entering and leaving the academy.

The quality of teaching

requires improvement

- Teaching is not yet consistently good or better although it is improving as a result of the plans put into place to improve the quality of teaching.
- Pupils make slower progress where teachers expect too little of them. Teachers do not always have high expectations of the way pupils present their work.
- Teachers do not always check how well pupils are progressing during a lesson so that they can adjust

their approach accordingly. This means that, at times, the pupils, including the most able, have nothing more challenging to do when they have finished a task or when they have shown that they understand the work. Pupils respond well to opportunities to discuss their views and this helps them to reflect on their learning.

- Generally, teachers plan lessons well and provide interesting activities which promote good learning. There is an increasing amount of effective teaching on which the academy can build.
- Although the teaching of writing has improved this year, in some classes there is a lack of emphasis on the basic skills of spelling, punctuation and grammar. This limits the pupils' ability to write with accuracy when they are given tasks to carry out on their own.
- In the past there has been a lack of emphasis on problem solving and reasoning skills. A recent focus on mental mathematics has helped pupils have a greater knowledge and understanding of these skills.
- Teachers evaluate the progress pupils make with academy leaders. They identify any pupils who are not progressing in their learning. As a result, pupils are making better progress this year. Gaps between the attainment of groups of pupils are closing.
- The marking of pupils' work has improved, although it is not consistently applied across the academy and between subjects. Pupils do not always have the time to act upon teachers' comments and improve their work.
- In reading, pupils develop a good knowledge of phonics and have many opportunities to read to adults and to develop their comprehension skills.
- Most teaching assistants are effective in supporting pupils' learning. They question pupils carefully, encouraging them to stay motivated and to think about their learning and about the answers they give. They also support pupils with behavioural needs well. However, not all teaching assistants display the highest expectations of the pupils.
- Disabled pupils and those who have special educational needs are identified early and receive good support to help them achieve as well as their classmates. Their progress is closely checked by the special educational needs team.
- Classrooms are orderly, well organised and attractive. Imaginative displays inspire pupils to learn. Good relationships and the use of praise are strong features in lessons and most pupils are keen to do well.

The achievement of pupils

requires improvement

- The achievement of Year 6 pupils at the end of 2014 was average in reading and mathematics but below average in writing. The academy's most recent data show that recent improvements have had a positive impact on pupil achievement. Current Year 6 pupils have attained average standards in reading, writing and mathematics with an improved proportion of pupils reaching higher than expected levels.
- The academy's data, supported by evidence from work in pupils' books, show that pupils in all year groups are making much better progress than they have in the past.
- In the past, the achievement of girls has been better than that of boys in national assessments at Year 6 in reading and writing, but not as good in mathematics. The academy has worked hard to make the learning activities more interesting. Although gaps in the attainment of boys and girls remain, they are now closing due to the recent improvements in teaching, the additional support and the more regular scrutiny of progress.
- In 2014, pupils in Year 2 reached broadly average standards in reading, writing and mathematics. Current Year 2 pupils are making at least the progress they should in all three subjects and are on track to achieve similar levels to last year.
- The results of the Year 1 check on pupils' skills in phonics are above the national average and continuing to improve. This represents good progress. Pupils' basic reading skills are developing well and most pupils develop a good level of interest in a range of books.
- Although progress in writing varies between classes, achievement in literacy throughout the academy is improving. There are good opportunities for pupils to extend their vocabulary through, for example, drama and role-play activities.
- Achievement in other subjects is more variable. Pupils are not always given the opportunity to gain specific skills and knowledge in subjects such as science, geography and history because topics are not covered in depth.
- Throughout the academy, the most able pupils make similar progress to that of their classmates and so their achievement requires improvement. This is because they are not always challenged in their learning.

- In 2014, disadvantaged pupils at the end of Year 6 lagged behind their classmates by half a term in reading, one and a half terms in mathematics and three terms in writing. When compared with other pupils nationally, they were behind by one term in reading, two terms in mathematics and four terms in writing.
- The achievement of pupils eligible for pupil premium funding requires improvement because over time they make inconsistent progress across Key Stage 2. However, these pupils are now benefiting from well-targeted support. Key to this is the highly effective support from the pastoral support worker and special educational needs team. The academy has provided individual help and guidance, additional tuition and financial support to enable them to participate in out-of-academy activities and courses.

The early years provision

requires improvement

- Early years provision requires improvement. Children generally join the Reception class with basic skills and knowledge that are typical for their age. Although children develop their reading, writing, mathematical and personal development to a level appropriate for their age, they are not provided with enough opportunities to extend these skills further within a range of different learning experiences. For example, the newly created outdoor learning area does not have sufficient resources to support the development of children’s literacy and numeracy skills.
- Information on children’s pre-school progress is not used effectively to ensure that the activities planned provide sufficient challenge.
- Not all teaching staff have a secure understanding of the way young children learn. Activities do not always provide sufficient challenge and, at times, opportunities for the children to learn for themselves and be imaginative, are under-valued.
- The teaching of phonics has improved and is enabling the children to have a secure knowledge of letters and sounds. This is supporting them well in their development of writing skills.
- Children behave very well. They show positive attitudes to learning and concentrate on activities for a lengthy period. They are articulate and confident with visitors. Children are safe and well looked after.
- The academy works well with parents. Transitions, both into the class and into Year 1, are managed well.
- Leadership and management of the early years require improvement. Although teaching staff regularly undertake observations of children’s progress, they are not used consistently to support their future learning needs.

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	137410
Local authority	Gloucestershire
Inspection number	461788

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Monica Jordan
Headteacher	Rosy Savory
Date of previous school inspection	Not previously inspected
Telephone number	01453 762774
Fax number	01453 762774
Email address	admin@rosary.gloucs.sch.uk

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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 and 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2014

