

Inspection of a good school: Our Lady and St Rose of Lima Catholic Primary School

Gregory Avenue, Weoley Castle, Birmingham, West Midlands B29 5DY

Inspection dates:

8–9 October 2019

Outcome

Our Lady and St Rose of Lima Catholic Primary School continues to be a good school.

What is it like to attend this school?

Pupils do well in reading, writing and mathematics. This is because teachers plan and deliver lessons that develop and improve pupils' knowledge and understanding in these subjects. Pupils enjoy coming to school because lessons are interesting.

Pupils feel safe at school. They say that there is an adult they can talk to if they are worried or upset. When bullying occurs or pupils are unkind to one another, adults sort this out. During social times, pupils play happily together. In lessons, teachers manage pupils' behaviour well. As a result, pupils listen attentively and try hard. They work well with partners and in small groups.

There are lots of opportunities for pupils to follow their interests and develop their talents. For example, pupils can apply to be part of the 'Lighthouse group'. They can take part in after-school clubs such as those for digital leaders, choir, drama and sports. Pupils are extremely proud of the work they do to raise money for charity.

Leaders and staff want all pupils to succeed. However, some low-ability pupils and pupils with special educational needs and/or disabilities (SEND) do not receive the support they need. This means that they do not achieve as well as they could.

What does the school do well and what does it need to do better?

Adults get to know children quickly when they start Nursery and Reception. They form positive and caring relationships so that children feel safe at school. Adults know what children need to be able to do by the time they reach the end of Reception Year. Regular songs, rhymes and stories help develop children's language skills. Carefully planned activities build children's mathematical understanding. Children of different ages play happily together. They share resources and take turns, for example when going down the slide. However, some activities in the outdoor area are not demanding enough for

Reception children.

Leaders have thought carefully about the knowledge they want pupils to learn in each subject and year group. They provide guidance to teachers about the order in which they should teach this. For example, in history, topics are organised in chronological order. The sequence of learning in mathematics is particularly effective. Teachers ensure that pupils have strong basic skills. They keep these skills sharp through daily 'big maths' sessions. Pupils use what they know to solve problems and explain what they are doing.

Teachers plan and teach most subjects well. They explain things clearly. Teachers ask questions to check that pupils have understood. They expect pupils to explain their answers. As a result, pupils' understanding builds securely over time. Teachers organise lessons and topics so that pupils remember what they have learned. In subjects such as history, pupils have 'knowledge organisers'. These contain the important facts pupils need to learn. Pupils complete weekly quizzes to check what they can remember. Teachers revisit some topics to deepen pupils' understanding. For example, pupils learn about the Roman Empire in Year 2 and again in Year 4.

In Reception and Year 1, children learn letter sounds every day. By the end of Year 2, most pupils are fluent and accurate readers. In key stage 2, pupils enjoy studying different texts. For example, Year 4 pupils are currently reading 'The Iron Man' and 'The Worst Witch'. However, the weakest readers do not receive the right support. Adults do not make regular checks on the sounds that these pupils know. Reading books do not match up with the sounds that pupils are learning in class. As a result, a few pupils cannot read accurately by the end of key stage 1.

Pupils with SEND follow the same curriculum as other pupils. In some classes, they receive effective support to help them to learn. However, for many of these pupils, teachers do not have a precise enough understanding of their needs. Targets are too general and do not pinpoint the next steps for each pupil. As a result, these pupils have gaps in their understanding. They sometimes find it difficult to concentrate in lessons.

Pupils learn to think of others who are less fortunate than themselves. They raise money for a range of local charities such as Birmingham Children's Hospital. Through different activities, leaders encourage pupils to empathise with how other people feel. For example, some pupils voluntarily ate soup for a day to experience how it might feel not to have enough to eat.

All pupils benefit from spending time in the forest school. They learn to solve problems and work as a team. In 'vocations week', pupils reflect on their skills and talents. They think about how they might use these in the future.

Safeguarding

The arrangements for safeguarding are effective. Staff care about pupils and know them well. They are vigilant of changes in pupils' appearance and behaviour. Staff receive regular training and updates in safeguarding. They know how to report concerns. Leaders are knowledgeable about the risks pupils face in the local community. They work

closely with external agencies to get support for pupils and families that need extra help. Pupils learn about 'stranger danger' and how to cross the road safely. They know how to keep themselves safe when using the internet, for example, by not sharing their personal details.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum in subjects other than English and mathematics has been planned well. However, it is at an early stage of implementation. Leaders know that they need to make minor modifications to content and sequencing in subjects such as history.
- The early reading curriculum supports most pupils to become fluent and confident readers by the end of key stage 1. However, leaders should focus on improving the reading curriculum for the weakest readers. Staff need training so that they can support these pupils to catch up. Pupils' reading books should be phonically decodable so that they can practise the sounds they are learning and become independent readers.
- Leaders and teachers do not have a precise enough understanding of the needs of pupils with SEND. Pupils' targets cover too many aspects of learning at one time. They do not address pupils' specific needs. Individual plans and targets need to prioritise what pupils need to learn and in what order. Leaders need to assure themselves that pupils are making strong progress towards their targets.
- Children in Nursery and Reception share use of the outdoor area. Leaders should ensure that activities and resources build on what children in Reception already know and can do.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in February 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	103443
Local authority	Birmingham
Inspection number	10111795
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair of governing body	Father Gary Buckby
Headteacher	Suzan O'Meally
Website	www.olstrose.bham.sch.uk
Date of previous inspection	3–4 February 2016

Information about this school

- The school is designated as having a religious character. It received its section 48 inspection in January 2019, when this aspect of the school's work was graded as outstanding.

Information about this inspection

- The inspector held meetings with the headteacher, deputy headteacher, special educational needs coordinator, subject leaders and teaching staff. The lead inspector met with the chair of the governing body and five governors.
- The inspector looked in depth at early reading, mathematics and history. In each subject, inspection activities included discussions with the subject leader, visits to lessons, discussions with teachers, scrutiny of pupils' work and discussions with pupils.
- The inspector met with teachers in early years and observed provision in Nursery and Reception.
- The inspector listened to two groups of pupils read and talked to them about their reading.
- The inspector observed pupils' behaviour in lessons and at breaktime and lunchtime. She spoke formally with a group of pupils, as well as talking to pupils in lessons and

around school.

- The inspector met with leaders about the school's safeguarding procedures. She reviewed policies and records relating to safeguarding, behaviour, attendance and pupils who have left the school. The inspector spoke to pupils and staff about how safe pupils are at school.
- The inspector reviewed the school's self-evaluation and improvement plans, minutes of governing body meetings and information on the school's website. She took account of the 18 written responses to Ofsted's staff questionnaire.
- The inspector took into consideration the 11 responses to Parent View, including the seven free-text responses. She spoke to parents at the beginning of the school day.

Inspection team

Claire Jones, lead inspector

Her Majesty's Inspector

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