

Inspection of Holy Rosary Catholic Voluntary Academy

Alexandra Road, Burton-on-Trent, Staffordshire DE15 0JE

Inspection dates: 25 and 26 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils are proud to be part of this caring, inclusive and welcoming school. Leaders are ambitious for pupils. In lessons, pupils focus well on their learning. However, in some subjects, the curriculum is not well planned, and teachers do not always have the knowledge they need to deliver the curriculum well. This holds pupils back.

Pupils build strong, positive relationships with their teachers and each other. These relationships are firmly rooted in the school's Catholic ethos. Pupils embody the mantra of 'a loving heart, a strong mind' in all that they do. A typical comment from pupils was 'You just need to be you, and the very best version of you that you can be.' 'Bullying ambassadors' and well-trained staff are on hand to support pupils if they have any problems. Any incidents of bullying are resolved swiftly.

Leaders actively promote pupils' wider personal development. All pupils have access to an impressive range of opportunities to develop their interests and talents. For example, many pupils hold leadership roles throughout the school. 'Character buddies' support younger pupils to build positive relationships while 'messengers' work closely with the local community, supporting local charities. Pupils benefit greatly from these experiences.

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

This is an improving school. Leaders, including those responsible for governance, want the best of pupils. The senior leadership team, supported by leaders from across the multi-academy trust, have successfully reinvigorated the school's culture. Staff are committed to the ambitious vision set for the school, but there is more to do to improve the quality of pupils' education.

The curriculum is well planned in some subjects. Where this is the case, leaders have outlined, in detail, the important topics that pupils need to know and remember. They have carefully sequenced these to make sure the new knowledge builds on prior learning in, for example, mathematics. However, in most subjects, the curriculum does not set out the things that pupils need to know in enough detail, and leaders have not identified the small steps that pupils need to take to be successful. Because of this, teachers are sometimes unclear about precisely what to teach and when. This is a barrier to learning.

Some staff, including those in the early years, use assessment well. They accurately identify gaps in pupils' learning and adapt their teaching to ensure that pupils have the knowledge they need to be successful. However, too often, teachers do not use assessment skilfully enough to identify misconceptions or gaps in pupils' knowledge. Consequently, gaps in pupils' knowledge are not closed quickly enough, and misconceptions persist. This hinders pupils' learning.

Leaders have built a strong culture of reading throughout the school. Pupils, including those in the early years, read often. Leaders have carefully chosen a wide range of appropriate books to develop pupils' understanding of the world around them. Pupils, particularly those in key stages 1 and 2, speak with enthusiasm and passion about the books they read. Some older pupils act as reading ambassadors, supporting younger pupils with their reading. This programme has a positive impact on pupils' confidence and their enjoyment of reading.

The phonics curriculum is well planned. The sounds that pupils learn build upon the things they already know. Some staff deliver this curriculum well. Where this happens, pupils make strong progress and learn to read in a timely manner. However, some pupils do not learn to read soon enough. Additionally, when pupils fall behind, they do not always receive the support they need to help them catch up to their peers. This is because some staff do not yet have sufficient expertise to deliver the phonics programme well.

Leaders have not always checked carefully enough on the implementation and impact of the curriculum, including the provision for early reading. As a result, they have not identified those staff who need further support to deliver the curriculum well. As a result, pupils' experiences are variable.

Leaders are quick to identify pupils with special educational needs and/or disabilities (SEND). Staff have the information they need to support these pupils well and make good use of this. Pupils with SEND make good progress as a result.

Pupils behave extremely well. Most, including children in the early years, model the positive behaviours expected of them at every opportunity. Leaders work to support those pupils who struggle to meet their high expectations is having a positive impact. Pupils enjoy coming to school, and most attend well. Leaders' work to develop pupils' character is impressive. Leaders are rightly proud of the opportunities they provide for pupils. Many pupils across key stage 2 hold a range of leadership positions, which develop their understanding of their social and moral responsibility. For example, pupils have recently hosted a community event to raise money for a local food bank charity. Pupils also benefit from a range of sports clubs, such as archery and football.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that safeguarding is of the highest priority. Staff are knowledgeable, vigilant and act quickly regarding concerns, no matter how small. Leaders follow through all concerns raised swiftly. They make sure pupils receive the support they need to stay as safe as possible.

Leaders know their pupils and families well. They are acutely aware of the risks to pupils in the community. They use this knowledge successfully to make sure pupils

are taught how to keep themselves safe from harm in a variety of situations, such as online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff who teach early reading do not have the skills and knowledge they need to deliver the new phonics programme effectively. Therefore, some pupils do not learn to read soon enough. Leaders need to ensure that all staff are well trained in the teaching of early reading so that they can help pupils to learn to read fluently more quickly and effectively.
- In most subjects, the curriculum does not set out the knowledge that pupils need to know and remember in enough detail. This means that some teachers are unclear about precisely what to teach and when. As a result, pupils struggle to remember what they have been taught. Leaders need to ensure that the curriculum in all subjects defines, in detail, the knowledge that pupils need to learn to enable them to make strong progress.
- Teachers do not use assessment effectively to identify misconceptions and gaps in pupils' knowledge. This means that, too often, learning moves on before pupils have understood everything they need. This limits the progress some pupils make. Leaders need to support teachers to use assessment effectively to identify the topics pupils have not remembered and adapt their teaching appropriately to make sure pupils remember them in future.
- Leaders, including those responsible for governance, do not always check carefully enough on the implementation and impact of the curriculum. As a result, the quality of education is variable, and pupils' experiences are inconsistent. Leaders should ensure that the intended curriculum is implemented consistently well.

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 information from Ofsted Parent View 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.

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	146266
Local authority	Staffordshire
Inspection number	10256809
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	Board of trustees
Chair of trust	Sarah Noon
Headteacher	Marie Dyche
Website	https://www.holyrosaryacademy.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- This school is one of 25 schools that comprise the St Ralph Sherwin Catholic Multi Academy Trust.
- The school does not currently make use of any alternate provision.
- The school is part of the Catholic Diocese of Nottingham. It was last inspected under section 48 of the Education Act for schools of a religious character in 2021.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other senior leaders, including from across the governing body, as well as trustees and the CEO of the multi-academy trust. Meetings were held with curriculum leaders and the special educational needs coordinator. Inspectors also met with a range of other staff.
- Inspectors carried out deep dives in these subjects: mathematics, early reading, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors scrutinised a range of safeguarding information, including the school's safeguarding policy, spoke to staff and pupils about safeguarding, and looked at methods pupils learn to keep themselves safe. The lead inspector spoke to the safeguarding leaders about the reporting and recording of any safeguarding incidents.
- Inspectors took account of the parent free-text comments and the responses to Ofsted Parent View.

Inspection team

Alexander Laney, lead inspector

His Majesty's Inspector

Gill Turner

Ofsted Inspector

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