

Inspection of Our Lady of the Rosary Catholic Primary School, Bristol

Tide Grove, Lawrence Weston, Bristol BS11 0PA

Inspection dates: 12 to 13 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils are proud to attend Our Lady of the Rosary Catholic Primary School. They describe the school as a friendly and welcoming place. Pupils understand how the school's values help them to persevere, work together and be understanding of others. Parents and carers speak highly about the school's community feel and appreciate the care and attention that staff show to pupils.

The school has high expectations for pupils' behaviour. Pupils are polite and courteous, greeting visitors with a smile. They understand the school rules and follow them well, both in and out of the classroom. This starts in the early years, where children settle to new routines, follow instructions and behave well. There is a calm and purposeful environment in classrooms and around the school.

Pupils feel safe. They value the positive relationships they have with staff. Pupils say that adults listen to them and support them with any worries.

Pupils enjoy a wide range of clubs, such as football, dance and netball. They value becoming members of the junior leadership team, language ambassadors and chaplains. Pupils say these roles make them feel proud and allow them to set a positive example to others.

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

The school has high expectations for what all pupils can achieve. An ambitious curriculum has been designed that carefully considers what pupils need to know and when they need to know it, from the early years to Year 6.

Reading is prioritised. Staff and pupils share a love of reading. Pupils read a range of texts with increasing fluency and accuracy. They say that reading helps their 'brains to grow'. Pupils enjoy listening to adults read them stories. They talk enthusiastically about how the books they read, such as 'Holes', help them to understand the consequences of their actions. Children begin learning phonics as soon as they start school. They learn and remember new sounds well. All staff benefit from the training they receive to teach phonics and reading effectively. Books that pupils read match the sounds they learn, which helps them gain confidence. If pupils fall behind, they receive the support they need to help them catch up quickly.

The school's mathematics curriculum is designed and sequenced well. This starts in the early years. Teachers use resources effectively to develop children's mathematical understanding. They explain new concepts clearly and model mathematical vocabulary well. As a result, children confidently describe patterns in number.

In some wider curriculum subjects, the school is developing the systems to check on what pupils know and remember. Some teachers do not routinely check on what

pupils have remembered over time well enough. As a result, pupils do not build their knowledge well over time. For example, in history, pupils can recall what they have learned about the Great Fire of London or Florence Nightingale. However, they struggle to make links between concepts such as empire and chronology. This hampers the progress that some pupils make.

The school is ambitious for what all pupils with special educational needs and/or disabilities (SEND) can achieve. Staff know these pupils well. Pupils' plans are precise. The school works closely with parents and external agencies to ensure that these pupils receive the help they need. As a result, most pupils with SEND learn the same curriculum as their peers.

Pupils of all ages play well together during social times. They move around the school calmly and sensibly. Children in the early years take turns and are eager to learn. Disruptive behaviour is rare, which enables pupils to get on with their learning.

Pupils' personal development is a strength. The school provides pupils with a wide range of opportunities which align closely to the school's 'Habits of Mind'. Pupils have a good understanding of fundamental British values, such as democracy and individual liberty. They know the importance of physical and mental health. For example, pupils learn about healthy eating and kitchen safety in their cookery lessons. Pupils develop their characters by raising money for charities. This makes them feel responsible and enables them to help others in their community. Pupils are well prepared for life in modern Britain.

Governors know the school's strengths and areas for improvement well. They hold leaders to account for their actions effectively. Staff are proud to work at the school. They appreciate the way in which leaders support them and consider their workloads.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment is still being developed in some subjects. It is not yet used well enough to check that pupils have remembered the knowledge they have been taught. As a result, pupils do not build their knowledge well enough over time. The school needs to ensure that teachers use assessment effectively across all subjects and use this information to inform future learning.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	109251
Local authority	Bristol City of
Inspection number	10256657
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Kevin Loud
Headteacher	Sally Lux
Website	www.ourladyoftherosary.org.uk
Date of previous inspection	24 June 2009

Information about this school

- The school is part of the Diocese of Clifton. The last section 48 inspection of the school's religious character took place in February 2020, where the school was judged to be good.
- The school uses one registered and one unregistered alternative provision.
- There is a before-school club managed by the governing body.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

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

- Inspectors met with the headteacher, subject leaders, the special educational needs coordinator, staff, pupils, representatives from the governing body and a representative from the local authority. The lead inspector also held a telephone discussion with a representative from the Diocese.
- Inspectors carried out deep dives in the following subjects: reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the responses to the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

Jen Edwards

Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023