

Inspection of The Rosary Catholic Primary School

10 The Green, Heston, Hounslow, Middlesex TW5 0RL

Inspection dates: 1 and 2 November 2023

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

What is it like to attend this school?

This is an inclusive school where pupils feel happy. Pupils are proud to attend this school. They feel well supported and valued in a warm and caring environment. Pupils enjoy learning and playing together, and everyone is made to feel welcome. Staff and pupils embody the school's values and ethos. Leaders have an ambitious vision for all pupils to achieve well.

There are positive relationships between pupils and staff. Pupils trust staff to help them with any problems they have. Adults have high expectations of pupils' behaviour. Pupils respond well to this. Most pupils behave well in school. Staff support children, as they join the school, to quickly learn the school rules and routines. Staff make sure pupils are kept safe here.

Leaders give pupils a wide range of experiences to help them develop both academically and personally. Pupils get the opportunity to develop their confidence and resilience through taking on different leadership positions, such as sports and healthy eating coordinators and members of the school council.

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

Leaders have carefully planned an ambitious curriculum. Pupils learn from a broad range of subjects, starting from early years. Activities are coherently planned, and leaders have thought about how pupils' knowledge will build over time. Teachers plan sequences of lessons that break learning down into small steps. This helps pupils to remember what they have been taught. Teachers are skilful in using assessment to identify pupils who need support with certain subject content. However, the curriculum is not consistently delivered. In some subjects, the tasks that teachers set do not match closely enough with what they intend pupils to learn. This means that, on occasion, pupils do not build securely on their prior knowledge and understanding.

Leaders make sure that reading is a priority for pupils, staff and parents. Teachers understand what support pupils need to become more fluent. They use every opportunity to broaden pupils' vocabulary. Pupils enjoy using the school library and the book corners in classrooms. Leaders also help parents to understand how to support their child with reading. This approach is embedded effectively from the start of children's time in early years. Adults focus heavily on developing children's early language and communication skills. As a result, weaker readers catch up quickly. Staff in early years support children to develop their concentration and perseverance. This enables children to be enthusiastic about taking on challenges and working hard.

Leaders' approach to behaviour supports pupils in making the right choices. Staff provide carefully managed breaks for pupils who need it, to help them to focus and learn well. They work closely with families to improve pupils' attendance.

Pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged are well cared for. Pupils with SEND are well supported in class most of the time. There are secure systems in place which identify which pupils have SEND. However, adaptations to the curriculum for some pupils with complex needs are not consistently clear. This means that, sometimes, teaching does not meet the needs of all pupils with SEND closely.

Leaders provide a wide range of opportunities for pupils. They learn about different religions and beliefs. Pupils have an exceptional understanding of diversity. They know the distinctive characteristics which make people unique. Staff encourage pupils to develop respect for people's differences. This means that pupils show deep compassion for others and respect views which are different to their own. The school prioritises developing pupils as young leaders. Pupils have many opportunities to develop independence, including raising funds for partner schools in Africa. Staff provide visits and activities to give pupils access to new and exciting experiences. All pupils, including those with SEND, are supported to regularly take part in these. Pupils are taught about looking after their mental health and well-being.

Governors know the school well. They provide support and appropriate challenge to school leaders when needed. Parents and carers speak highly of the school. Leaders provide purposeful and effective training for staff. This includes early career teachers, who are supported to make a strong start in teaching. Staff are positive about the care and support they receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teaching does not make sure that tasks match closely with the important knowledge that pupils need to learn. This limits pupils' recall of important knowledge. The school needs to ensure that the implementation of the curriculum is consistent in all subjects so that it builds securely on pupils' prior learning.
- On occasion, teaching does not make suitable adaptations for pupils with SEND who have complex needs. This limits these pupils' understanding of subject content. The school needs to ensure that teachers carefully select and adapt activities that meet pupils' needs more closely.

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	135261
Local authority	Hounslow
Inspection number	10293264
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	399
Appropriate authority	The governing body
Chair of governing body	Michael Kenton
Executive headteacher	Karen Cunningham
Website	www.rosary.hounslow.sch.uk
Date of previous inspection	26 June 2018, under section 8 of the Education Act 2005

Information about this school

- There has been a change in executive headteacher since the last inspection.
- The school does not use any alternative provision.

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 executive headteacher and senior leaders.
- Inspectors met with representatives from the governing body and held telephone conversations with the local authority and the external school improvement partner.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- Inspectors also considered the curriculum in some other subjects, including physical education.
- Inspectors listened to pupils read to a familiar adult.
- Inspectors considered a range of documents, including the school's self-evaluation and improvement plans. Minutes of governing body meetings and reports from external reviews were also scrutinised.
- Inspectors looked at records of pupils' attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them about behaviour, bullying and welfare.
- 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 talked to parents at the start of the school day and considered the free-text responses to Ofsted Parent View. Inspectors also reviewed the responses to the staff survey and gathered the views of staff and pupils through discussion.

Inspection team

Phil Garnham, lead inspector	His Majesty's Inspector
Sahreen Siddiqui	Ofsted Inspector
Emma Watford	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