

Inspection of The Rosary Catholic Primary School

Bridge Road, Saltley, Birmingham, West Midlands B8 3SF

Inspection dates: 13 to 14 March 2024

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	Inadequate

The headteacher of this school is Anne Norris. This school is part of St Teresa of Calcutta Multi Academy Company, which means other people in the trust also have responsibility for running the school. The trust is run by the catholic senior executive leader, Paul Ryan, and overseen by a board of directors, chaired by Frances McGarry.

What is it like to attend this school?

Pupils at 'The Rosary' feel safe and well cared for. Staff are united in their drive to 'live, love and learn together.' Staff understand pupils' needs. This helps them to provide a good quality of education and to prepare pupils effectively for their next steps.

The school has high expectations for all pupils. This includes pupils with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language (EAL). Staff provide well-considered support in lessons. Pupils make good progress as a result. Pupils read well and have good mathematical knowledge and skills. They can recall much of what they learn in some other subjects.

Pupils behave very well in lessons and when out on the playground. They show kindness and respect to adults and each other. They are also extremely polite and welcoming to visitors.

Pupils enjoy a wide range of experiences outside of lessons. These include sports clubs, trips and the opportunity to learn a musical instrument. They also learn about a range of other faiths, which supports their preparation for life in modern Britain.

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

Leaders, including leaders of the multi-academy company, share a clear ambition for the pupils to achieve their full potential both academically and personally. This includes ensuring that all pupils are safe and well cared for whilst in and out of school. Leaders took swift action to address the concerns raised at the time of the last inspection. They have made some important and necessary changes, particularly improving safeguarding. This means that pupils are safe and well cared for. Staff have a good understanding of the risks their pupils could face and are vigilant. Leaders respond swiftly to any concerns raised and record keeping is thorough.

The school, with effective support from the multi-academy company, has also improved the quality of education on offer.

Reading has remained a high priority. Staff have continuous training to ensure they have the expertise they need to teach reading well. Children start learning to read in the early years. Daily phonics lessons help the majority of children to keep up with the programme. Pupils build on this start in Year 1. Extra sessions for those who arrive after Reception and for those with EAL, ensure that all pupils learn to read as early as they can.

Children in the early years have a positive start to school. Through the rich variety of opportunities provided they develop self-confidence. Children widen their vocabulary

and improve their communication skills. They also develop a secure understanding of basic number, shapes and measures. This prepares them well for key stage 1.

The school has a rich and well-sequenced curriculum with clearly identified end points. In an increasing number of subjects, the small steps of knowledge that pupils need to learn to reach those end points is very clear. So, in science for example, pupils build a detailed knowledge of the subject over time. This includes an increasingly sophisticated knowledge of how to work scientifically. In other subjects, there is some variability in how well pupils know and remember what is most important. There are different reasons for this. In some subjects, the small steps that lead to the end points are not as clear. In other subjects, the curriculum is quite new and so what pupils know and remember is not as secure.

The school carries out regular checks on how well pupils are learning the curriculum. This includes speaking to pupils about what they know and remember. In some subjects the school uses this information effectively to drive improvements. However, the school does not check all subjects in the same way. This means not all checks lead to an improvement in provision.

Staff are continually developing their knowledge of how to meet the needs of pupils with SEND and EAL. The school liaise with parents and appropriate external agencies to accurately identify needs. Teachers adapt their teaching to ensure pupils can access the learning. This involves the use of specific resources, visual prompts and the support of additional adults.

Pupils' personal development is central to the wider curriculum. The school carefully plans a range of opportunities to broaden pupils' horizons and enhance the curriculum. For example, pupils enjoy a variety of musical experiences, including orchestral performances. Pupils have a number of responsibilities that help them to make positive contributions to the life of the school.

Staff are proud to work at the school. They feel well supported by leaders who consider their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas of the curriculum, the smaller steps of knowledge needed for pupils to reach the intended end points are not clear. This means that in some subjects, pupils learning does not build step by step and this limits the pupils'

ability to develop deeper knowledge in these subjects. Leaders should continue to refine the curriculum so that the small steps of knowledge are clearly identified to support pupils to deepen their understanding across the curriculum.

- In some subjects, the checks made on how well pupils are learning the curriculum are not effective. This limits leaders' ability to spot what is working well and what needs further refinement. The school should continue to develop this aspect of subject leaders' work so that the curriculum has the maximum impact on pupils' 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	148439
Local authority	Birmingham
Inspection number	10300780
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	406
Appropriate authority	Board of directors
Chair of multi-academy company	Frances McGarry
Headteacher	Anne Norris
Website	www.rosaryrc.bham.sch.uk/
Date(s) of previous inspection	17 and 18 January 2023, under section 5 of the Education Act 2005

Information about this school

- The school's last inspection under section 48 of the Education Act 2005 for schools of a religious character took place in December 2022.
- The school does not use alternative provision.

Information about this inspection

The inspector(s) carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any ongoing impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the school improvement lead for the trust, the headteacher, the deputy headteacher and other leaders.
- The lead inspector met with the safeguarding lead for the trust, the chair of the local governing body, and directors from the trust board including the chair.
- The inspectors carried out deep dives in early reading, mathematics, and music. For each deep dive, the inspector held discussions about the curriculum, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also visited a sample of lessons in mathematics, reading and physical education.
- The inspectors sampled pupils work in a range of other subjects, including science, geography and history. They also spoke to pupils about what they know and remember in these subjects.
- To evaluate the effectiveness of safeguarding 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.

Inspection team

Helen Forrest, lead inspector

His Majesty's Inspector

Mark Gilbert

Ofsted Inspector

Vanessa Payne

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