Inspection of a school judged good for overall effectiveness before September 2024: Our Lady and St Rose of Lima Catholic Primary School

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

Inspection dates: 19 and 20 November 2024

Outcome

Our Lady and St Rose of Lima Catholic Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils thrive academically and personally at Our Lady and St Rose of Lima Catholic Primary School. Guided by its mission statement, school provides a caring environment that fosters strong values, respect, and a commitment to helping others. The shared ambition that every pupil can achieve their very best is realised.

Pupils enjoy coming to school. They speak warmly about the many opportunities on offer. They benefit from experiences such as 'vocations week', and school trips which broaden their horizons. Pupils take on roles such as house captains or being part of the 'Lighthouse Group' with pride, knowing that they make a difference. Pupils' singing of the school song, including the line 'We are in it together come what may' is just one example of how everybody belongs.

Pupils feel safe at school and trust the adults who care for them. They behave exceptionally well, demonstrating respect for one another and for staff. They are being very well prepared for life in Birmingham and the wider world.

Parents and carers speak highly of the school. One parent, echoing the views of many, said the school 'shines as a beacon of light in the local community'.

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

This is a school full of sparkle. From the warm greetings on the gate to pupils working together to build snowmen, everybody is made to feel welcomed and valued.

The school ensures that all pupils get off to a flying start in reading and early mathematics. Strong teacher subject knowledge and consistent delivery of the phonics programme help all pupils, including those with special educational needs and/or disabilities (SEND), to become fluent readers. Pupils who find reading more challenging receive the right support to keep up with their classmates. From Nursery onwards, pupils develop a love of books.

The school has designed an ambitious curriculum from early years to Year 6. The important knowledge for pupils to learn is precisely identified. This means that teachers are very clear about what to teach and the order to teach it in. Strategies such as 'star word' help pupils to remember, and accurately use, the important vocabulary identified in each subject. Meticulous thought has been given to how pupils can build their learning over time. Pupils' recall of previous learning is impressive. For example, pupils in Year 3 computing lessons confidently use subject-specific language and previous learning when coding. Pupils in Year 5 build on previous learning about e-safety when sensibly discussing using computers for collaboration.

The school prioritised the curriculum in some subjects. They now have a very strong model of what works well. In a very small number of subjects, the curriculum is continuing to be developed to ensure consistency with the strongest subjects.

An array of carefully considered technology enriches learning. Activity bracelets help pupils to learn about keeping active through counting steps. Pupils use virtual reality headsets to 'visit' Ancient Egyptian pyramids and learn more about the rotation of planets around the sun. This thoughtful use of technology is also one very effective way that pupils with SEND can seamlessly access the same learning as their classmates.

The school knows pupils and families very well. This helps them to identify pupils with SEND quickly. All are dedicated to ensuring that every pupil, including those with SEND, receives the very best support to be able to succeed.

Pupils behave impeccably. The school's values shine through in everything they do. From listening intently when their friends talk in lessons to older pupils helping the youngest during assemblies, pupils show respect. The commitment to promoting compassion is evident in pupils' active involvement in raising money for charities and activities pupils choose to take part in, such as litter picking around the school. The wider opportunities on offer are a strength of the school. Pupils benefit from taking on leadership roles. They are also learning how to use British Sign Language to sign their school prayer. They are active members of their community who enjoy singing carols in the local care home, for example. 'Culture week' and many other, varied opportunities help to build pupils' character and understanding of others.

Sitting at the very heart of the school's success is leaders' shared vision for everyone to succeed and thrive. This includes a sharp focus on staff well-being and workload. Leaders and the governing body work closely together to ensure that they take very effective actions to sustain and further improve the school's performance.

Staff, governors, parents and pupils all use the words 'community' and 'family' when describing this very special place.

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 very small number of subjects, there is room to further embed the strong practice seen across the majority of the curriculum. This means pupils do not achieve as exceptionally well as they do in those other subjects. The school should focus on continuing to develop and embed the curriculum so that pupils achieve consistently highly across all subjects.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness 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 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	103443
Local authority	Birmingham
Inspection number	10343747
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	231
Appropriate authority	The governing body
Headteacher	Paul Carroll
Website	www.olstrose.bham.sch.uk
Dates of previous inspection	8 and 9 October 2019, under section 8 of the Education Act 2005

Information about this school

- This Roman Catholic school is part of the Archdiocese of Birmingham. The last section 48 inspection for schools of a religious character took place in January 2019, when this aspect of the school's work was graded as outstanding. The school's next section 48 inspection is scheduled to take place before 31 August 2027.
- The school does not use any alternative provision.
- The school provides on-site before- and after-school care.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke with the headteacher, the deputy headteacher, the special educational needs coordinator and other leaders in school. The inspector met with representatives of the governing body, including the chair of governors, and spoke on the telephone with a representative of the Archdiocese of Birmingham.

- The inspector visited a sample of lessons, spoke to some pupils about their work, looked at samples of pupils' work and listened to pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: 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

Rachel Henrick, lead inspector	His Majesty's Inspector

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