



Holy Rosary Catholic Primary Academy

Address: Hickman Avenue, WV1 2BS

Unique reference number (URN): 141789

Inspection report: 2 December 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils build strong foundations in reading, spelling, handwriting and number. Many pupils have gaps in communication and language knowledge when they join the school. Staff swiftly identify any gaps in pupils' knowledge and understanding and address these very effectively. By the end of Reception Year, children are well prepared to learn in Year 1, including achieving high standards in phonics.

Pupils talk with knowledge about what they have understood from their learning, and remember this over time. Pupils achieve high standards in reading, writing and mathematics by the end of Year 6, and achieve well across the curriculum.

Pupils who face barriers to learning, including those who are disadvantaged and pupils with special educational needs and/or disabilities, make strong progress from their starting points. Their progress is better than that of other pupils nationally.

Curriculum and teaching

Strong standard ●

The curriculum is carefully designed with ambitious aims for all pupils. Leaders have carefully considered the most important knowledge that they want pupils to know for every subject. Priority is given to making sure that pupils develop secure knowledge in reading, handwriting, spelling and number. Writing opportunities are planned across the whole curriculum to reinforce these essential skills. Phonics is taught well and pupils receive very effective support to become fluent and confident readers.

Leaders have a secure understanding of the strengths and areas that need further refining in terms of the curriculum and teaching. For example, recent work to develop the handwriting curriculum is beginning to have a positive impact on pupils' letter formation and handwriting.

Ongoing professional learning is prioritised to support staff's subject knowledge. This leads to highly effective teaching being embedded across the school. Staff model important knowledge with accuracy, identifying and addressing misconceptions quickly. Pupils who need extra support are swiftly identified. Less-experienced staff benefit from skilled mentoring.

Teachers design lessons and activities that help pupils to remember what they have learned, including regular opportunities to revisit learning. Adaptations for pupils with special educational needs and/or disabilities are expertly implemented.

Inclusion

Strong standard ●

The school has a highly effective culture of inclusion. Staff have ambitious expectations for all pupils, including those who face barriers to learning. Leaders support staff in swiftly identifying pupils' needs. Where there are gaps in pupils' knowledge and understanding,

leaders make sure that these are addressed swiftly and comprehensively. Staff have an in-depth knowledge of each pupil. They use this knowledge to successfully adapt lessons. This means that all pupils can achieve well.

Staff work closely with families and external agencies to make sure that they know each pupil's specific needs well. This includes pupils with special educational needs and/or disabilities, those who are disadvantaged and those who may need extra support with their wellbeing. Advice provided by external agencies is followed. Staff have the right expertise to meet pupils' needs. Leaders carefully track the progress that these pupils make. This helps staff to provide the right support at the right time. As a result, pupils thrive.

Leaders regularly check that the pupil premium strategy and funding are having a positive impact on disadvantaged pupils. Staff receive a wide range of high-quality training to support disadvantaged pupils effectively. Any barriers to learning or wellbeing are quickly and effectively addressed.

Leadership and governance

Strong standard ●

Leaders consistently demonstrate their highly ambitious vision. They make decisions in the best interests of all pupils, particularly for disadvantaged pupils and those with special educational needs and/or disabilities. Leaders have developed a curriculum that is aspirational. They have set high expectations for how pupils should behave and make sure that staff have the right knowledge and skills to support pupils' behaviour appropriately. Insightful analysis of school performance supports leaders in accurately identifying what is working well and areas for development. A highly effective professional learning culture is well embedded. Staff value and take ownership of their professional development. The trust supports with sharing best practice and the latest research to continually improve staff knowledge in areas linked to the school's areas for development. All of this work leads to consistently strong outcomes for pupils by the end of Year 6.

Governors and trustees make sure that the school's ambitious vision for all pupils is clear and understood by staff, parents and pupils. They understand their roles and responsibilities well. Governors and trustees understand the school's unique context and the challenges it faces around attendance and school readiness in the early years. The school has recently opened a nursery class to ensure that it can secure strong foundations even earlier than previously, which is beginning to have a positive impact on children's achievement in the early years. Staff's workload and wellbeing are prioritised and regularly considered by trustees and governors in decision-making. As a result, staff feel highly valued.

Personal development and wellbeing

Strong standard ●

There are numerous and varied opportunities for pupils to develop their knowledge through the personal development programme. It is carefully constructed and adapted for the school's context and pupils' needs. An appropriate relationships and sex education curriculum helps pupils develop age-appropriate knowledge and an understanding of healthy relationships. Leaders ensure that disadvantaged pupils receive high-quality individualised personal development. This work is highly effective in raising aspirations.

Pupils care deeply about diversity and fairness. They are very understanding of differences in ideas and opinions. They demonstrate high levels of respect and tolerance for others. Pupils learn about how to stay healthy and know where they can gain further support for their health and wellbeing.

Leaders make sure that all pupils have the opportunity to take on meaningful leadership roles. These are fully inclusive and include head boy, head girl, school councillor and eco-committee members. Pupils feel a deep sense of responsibility and make a positive impact in their school and community. A committee of 'mini vinnies' helps to plan opportunities to fundraise for different charities and organise food donations. This develops pupils into well-rounded citizens with a strong commitment to helping others.

Pupils' talents and interests are encouraged through a variety of extra-curricular activities, such as sports, gardening and choir. Leaders actively encourage families to make sure that pupils maximise opportunities to develop new interests. Pupils are given the opportunity to perform in the school choir or through drama productions.

Highly effective pastoral care supports pupils' wellbeing. Staff know each pupil incredibly well. They provide personalised support and nurture activities to make absolutely sure that pupils thrive.

The school provides pupils with aspirational careers information, going beyond what is expected of it. Pupils have visited a local university as part of this work. This helps pupils to recognise the importance of their education in planning for a future career.

Expected standard

Attendance and behaviour

Expected standard 

Leaders encourage pupils to attend school regularly. They identify any barriers to regular attendance and have lots of success in removing these for most pupils. They act quickly when concerns arise and support families as necessary. As a result, most pupils attend school well. However, some pupils still do not attend school as regularly as they could, and this is especially the case for some disadvantaged pupils.

Pupils are warmly welcomed into a calm environment at the start of each day. Staff have high expectations of how pupils should behave and provide positive role models for pupils. They implement the behaviour policy consistently. Pupils are incredibly polite and respectful towards others. In lessons, pupils listen and concentrate well. They follow instructions and demonstrate very positive learning behaviours. Older pupils are positive role models for younger children. During playtimes, pupils get along well with each other. Bullying, or any form of discrimination, is very rare and dealt with robustly and effectively if it arises.

Leaders make sure that pupils are well supported to manage their own behaviour. Leaders seek the advice of external professionals when necessary and follow this advice. Most pupils respond well to this extra support. Despite this, a few pupils continue to struggle to

conform to school rules and routines. Suspensions are used appropriately and as a last resort.

Early years

Expected standard 

Children make a positive start in the early years. The curriculum is carefully sequenced and prioritises early reading and building independence. Children develop social skills such as how to listen carefully and share with others. By the end of Reception, children are well prepared for Year 1.

At the start of each day, children focus on activities for gross and fine motor development and letter and number formation. Children complete activities sensibly and independently. In Nursery, children complete activities such as practising using scissors and listening to stories being read. Staff have the right expertise to develop children's vocabulary effectively. However, interactions do not quickly and consistently address gaps in children's communication and language knowledge.

Leaders prioritise making sure that children learn to read as quickly as possible. Children secure their knowledge of phonics each day. There are many planned opportunities to promote an enjoyment of reading. Children practise reading regularly and develop reading accurately over time.

Leaders place importance on the safety of children in the setting. Staff know children very well. Children are well cared for and nurtured. This helps children to feel happy and secure.

What it's like to be a pupil at this school

This is a warm and friendly school where pupils are highly valued. Staff are incredibly kind and caring. Pupils enjoy all that the school offers them. Typically, younger children skip to lessons with big smiles on their faces. Many pupils share the view that their school is amazing. This is a school where pupils have fun and work hard.

Pupils know that leaders have high expectations and are aspirational for them. They understand the school motto of 'enjoy, explore, excel'. Pupils experience a high-quality education that prepares them for the next stage in their education. Any challenges or barriers that pupils face are noticed promptly. Leaders make it their mission to remove these challenges and barriers swiftly to ensure that pupils thrive both academically and personally.

Pupils are taught about resilience and how to get along with others. They show determination in their work and an acceptance of others. Everyone is treated as a unique and special individual. Bullying is rare and is dealt with promptly. Pupils behave very well and trust that staff will keep them safe.

Pupils experience a broad curriculum in every aspect that is tailored to the school's very multicultural context and individual pupils' needs. They can take part in a range of enrichment and extra-curricular activities that raise aspirations and provide lots of high-quality opportunities to learn, such as through sports, fundraising activities and visits to extend the curriculum. All pupils are encouraged to take on a leadership role and have a positive impact in their school and local community. Pupils demonstrate a high level of care about the importance of helping others.

Many children join the school part way through a year or key stage. Some of these pupils have gaps in their education. These pupils are welcomed with open arms and made to feel part of school life. Leaders make sure that any gaps in these pupils' knowledge are addressed swiftly. As a result, pupils achieve well.

Next steps

- Leaders should ensure that staff quickly and consistently address gaps in children's communication and language knowledge.
 - Leaders should maximise every opportunity to improve the attendance of pupils who are persistently absent.
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About this inspection

This school is part of St Gabriel the Archangel Catholic Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Toni Ellis, and overseen by a board of trustees, chaired by Julia Bridgewater.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including the executive principal, the head of school and other leaders. They also spoke with representatives of the trust, including the CEO, the chair of the trust board, members of the local governing body and a representative of the diocese during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. The most recent section 48 inspection took place in October 2024.

The school currently uses no alternative provision.

Executive Principal: Mr Adam Jewkes

Lead inspector:

Emma Titchener, His Majesty's Inspector

Team inspectors:

Nicola Harwoodd, Ofsted Inspector

Eve Morris, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 December 2025

School and pupil context

Total pupils

210

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

203

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

49.05%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.33%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.86%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	61%	Above
2024/25	79%	62%	Above
2023/24	81%	61%	Above

Year	This school	National average	Compared with national average
2022/23	85%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	74%	Above
2024/25	82%	75%	Above
2023/24	90%	74%	Above
2022/23	91%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	72%	Above
2024/25	88%	72%	Above
2023/24	87%	72%	Above
2022/23	85%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	91%	73%	Above
2024/25	91%	74%	Above
2023/24	87%	73%	Above
2022/23	94%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	46%	Above
2024/25	83%	47%	Above
2023/24	76%	46%	Above
2022/23	87%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	62%	Above
2024/25	89%	63%	Above

Year	This school	National average	Compared with national average
2023/24	86%	62%	Above
2022/23	93%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	59%	Above
2024/25	89%	59%	Above
2023/24	81%	58%	Above
2022/23	87%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	60%	Above
2024/25	89%	61%	Above
2023/24	86%	59%	Above
2022/23	93%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	81%	68%	14 pp
2024/25	83%	69%	14 pp
2023/24	76%	67%	9 pp
2022/23	87%	66%	20 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	89%	80%	9 pp
2024/25	89%	81%	8 pp
2023/24	86%	80%	6 pp
2022/23	93%	78%	15 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	85%	78%	7 pp
2024/25	89%	78%	11 pp
2023/24	81%	78%	3 pp
2022/23	87%	77%	9 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	89%	80%	9 pp
2024/25	89%	81%	8 pp
2023/24	86%	79%	6 pp
2022/23	93%	79%	14 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	4.8%	5.1%	Close to average
2023/24	5.4%	5.5%	Close to average
2022/23	6.7%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	14.8%	14.3%	Close to average
2023/24	14.4%	14.6%	Close to average
2022/23	23.8%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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