



# Holy Rosary Catholic Primary School

Inspection Report

**Unique Reference Number** 104373  
**LEA** Wolverhampton  
**Inspection number** 277142  
**Inspection dates** 13 October 2005 to 14 October 2005  
**Reporting inspector** Doris Bell RISP

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Hickman Avenue
<b>School category</b>	Voluntary aided		Wolverhampton
<b>Age range of pupils</b>	4 to 11		West Midlands WV1 2BS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01902 558874
<b>Number on roll</b>	178	<b>Fax number</b>	01902 558874
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	29 February 2000	<b>Headteacher</b>	Mr Seamus McCann

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 13 October 2005 - 14 October 2005	<b>Inspection number</b> 277142
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This small, voluntary aided Catholic primary school serves a very deprived area. The proportion of pupils on free school meals is well above the national average. Movement in and out of the school is high and the school caters for a significant number of traveller children. An above average proportion of pupils have learning difficulties or disabilities. A relatively large number of pupils come from minority ethnic backgrounds, but no pupils are at an early stage of learning English. The school has two intakes per year and attainment on entry to reception is well below that expected for the children's ages. The school has the Investor in People award. It is involved in an Excellence in Cities project to improve the progress of more able pupils and an Investment in Excellence project aimed at improving pupils' self-esteem and raising the expectations of pupils and their parents.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The overall effectiveness of the school is satisfactory. This matches the school's own evaluation of itself. It provides pupils with a safe and secure environment in which to learn. It successfully instils in its pupils a belief in their ability to succeed. It is particularly good at identifying pupils in need of extra support and making sure that they get it. Provision for reception children is satisfactory as is their overall progress. However, standards are below average at the end of the reception year. The unfinished state of the partly refurbished outdoor area limits children's progress in physical development and their access to outdoor learning.

Standards in English and mathematics are well below the national average but satisfactory teaching helps pupils of all ages to make sound progress. Overall improvement since the last inspection is satisfactory and the use of assessment information in planning is now embedded in the school's work. However, more able pupils have not always been sufficiently challenged in the past. Leadership and management are satisfactory. The school knows what it needs to do to improve and has a clear and appropriate agenda to help it to do so. It provides satisfactory value for money and demonstrates that it has the capacity to improve.

### What the school should do to improve further

- Raise standards in English, mathematics and science.
- Build on the good improvement in assessment so far by speeding up the work to accelerate the progress of more able pupils, and by checking that the progress of all pupils is kept on track at all times.
- Complete the outdoor area for the reception class as a matter of urgency in order to re-establish the children's full entitlement to outdoor learning.

## Achievement and standards

### Grade: 3

Children enter reception with levels of skill well below those normally found at their age. They make good progress in personal, social and emotional development and satisfactory progress in all other areas of learning. Nevertheless, they start Year 1 with considerably underdeveloped language and mathematical skills. Standards at the end of Year 2 are well below the national average in reading, writing and mathematics but given their low starting point, all groups of pupils make satisfactory progress. More able pupils do well in reading in this age group.

Most pupils make satisfactory progress throughout the school with the exception of more able pupils, whose progress is unsatisfactory but beginning to improve. Although national test results improved slightly in 2004, too few pupils reached above average levels. The school sets challenging targets for Year 6 pupils and comes close to meeting them except at the higher level. Writing is the weakest area of English and progress is slower than in reading. Vocabulary is limited and grammar, spelling and punctuation

are weak. The impact of the school's focus on improving writing is evident in the pupils' books but it has not yet fed through to the national test results.

## **Personal development and well-being**

### **Grade: 2**

Attendance is average. It has improved considerably since the previous inspection because the school has rigorous systems to prevent unauthorised absences.

The provision for pupils' spiritual, moral, social and cultural development is good. Children in the reception class quickly learn how to work and play together, share, take responsibility and become increasingly independent. Pupils of all ages enjoy school. They feel that their views are listened to, valued and acted upon. Older pupils spoke highly of the opportunity to write to the deputy headteacher to suggest improvements. They are pleased that, as a result, the playground facilities have been improved. Pupils know how to keep themselves safe and show good levels of confidence in the school's effective procedures to deal with any form of harassment. They understand what a healthy lifestyle is because the school promotes this well. Relationships are good throughout the school and the vast majority of pupils behave well. They are considerate, respectful and courteous because this is at the heart of the school's ethos and expectations. They successfully learn about and respect different cultures and religions. They contribute to the life of the community by working together, and by raising money for various charities. They are well prepared for the next stage of their education

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils understand what they are expected to learn because teachers always share this information with them as a lesson starts. Teachers evaluate pupils' learning accurately. The information is used well in planning and in target setting, except for more able pupils. Teachers' discussions with pupils and their perceptive comments on their work are clearly related to their learning targets. Pupils understand what they need to do to improve and are satisfactorily involved in assessing their learning. All groups of pupils are adequately catered for but opportunities to extend more able pupils are sometimes missed. The school is taking steps to address this issue by improving its assessment procedures. It is too early to judge the success of these actions.

Good support from well briefed classroom assistants contributes effectively to pupils' learning, especially for those with learning difficulties. A good example was noted in a Year 6 mathematics lesson where the teacher and teaching assistant worked hand in glove, successfully ensuring that all pupils made good progress. Pupils usually behave well in lessons. They are easily distracted but most teachers use a range of techniques to keep them on track. By varying their approaches, teachers maintain the pace of

learning and sustain pupils' concentration. As a result, most pupils make satisfactory progress.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum meets statutory requirements. It is suitably broad and balanced with a strong emphasis on promoting literacy and numeracy skills. It successfully meets the needs of most pupils. Clear, measurable targets ensure the satisfactory progress of pupils with learning difficulties. The provision for information and communication technology (ICT) is enhanced by visits to a local study centre and pupils' musical learning is greatly enhanced by the opportunity in Year 5 for all pupils to learn to play an instrument.

A good range of well attended extra curricular clubs focusing on sport and the arts contributes to pupils' learning and personal development, and includes a residential visit to an outdoor learning centre. The good programme for personal, social and health education contributes greatly to the pupils' personal development and well-being.

## **Care, guidance and support**

### **Grade: 2**

Good levels of care, guidance and support ensure that pupils work and play in a safe environment that is regularly checked for any health and safety risks. Child protection procedures are well organised. The school's ethos is calm and secure as a result of the high levels of staff supervision and care during lessons, at breaks and at lunchtimes. The school successfully monitors pupils' personal and academic progress and works hard to dismantle any barriers to learning caused by the trauma that a significant minority of pupils suffer in their lives outside of school. The school makes good use of a range of external agencies to support pupils' learning and personal development. It works closely with the pupils' families to guide and support them in facing difficulties to help them help their children to do as well as they possibly can. The very positive responses in the questionnaire sent to parents and carers as part of the inspection process are testimony to this work.

## **Leadership and management**

### **Grade: 3**

The headteacher and deputy set a clear educational direction for the school. Governors are suitably involved and provide valuable support. They help to shape the curriculum and they check different subject areas. Self-evaluation is accurate. The school improvement plan provides a clear and precise agenda for further improvement. The school has only recently focused on improving the progress of more able pupils and is starting to make better use of all assessment information than it has in the past. The impact of this work is not yet evident.

The headteacher and deputy have successfully focused the work of subject leaders on well defined targets related to improving pupils' achievement. Subject leaders manage their subjects satisfactorily. However, they have not yet fully encompassed their role in improving standards in their subject so the effect of what they are doing is minimal. This leaves too many responsibilities with the deputy headteacher. The headteacher and deputy regularly check teaching and learning. Weaknesses are clearly identified, addressed and followed up. Strategies include well targeted professional development and good levels of support for individual teachers when necessary.

The school has good relationships with parents and carers. Their views are sought and valued. The good links with other organisations and services contribute successfully to pupils' personal development and well-being. Finances are monitored well. Value for money is satisfactory. Although improvement since the last inspection is satisfactory, some aspects, such as ICT, have made good improvement. Overall, the leadership and management provide the school with the capacity to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for welcoming us into your school and for talking to us about yourselves and your work. We very much enjoyed our visit.

We liked these things most of all:

- The way that most of you behave and try to do your best.
- How your teachers are helping you to understand what you can do to improve your work.
- How much you enjoy school and how highly you speak of your teachers who listen to you and help you to feel safe and secure.

These are the things we have asked your school to work on now:

- Checking even more regularly that each one of you is making the best possible progress at all times, and helping you to stay on track with your work so that you can reach even higher standards.
- Completing the area outside of the reception class so that the younger children have an attractive area out of doors in which they can play and learn.

We hope you will all achieve much more as a result of the school making these improvements and that you will enjoy learning throughout your lives.

Yours faithfully

Mrs Bell and Mr Lawley