



Our Lady of the Rosary Catholic Primary School, Bristol

Inspection Report

Unique Reference Number 109251
LEA Bristol, City of
Inspection number 278164
Inspection dates 27 June 2006 to 28 June 2006
Reporting inspector Joan Lindsay AI

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

Type of school	Primary	School address	Tide Grove
School category	Voluntary aided		Lawrence Weston
Age range of pupils	4 to 11		Bristol BS11 0PA
Gender of pupils	Mixed	Telephone number	0117 9030025
Number on roll	204	Fax number	0117 9030026
Appropriate authority	The governing body	Chair of governors	Mr Cyril Frain
Date of previous inspection	14 February 2000	Headteacher	Mrs Ann Hibbert

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Our Lady of the Rosary is a slightly smaller than average primary school, situated on a council estate on the outskirts of Bristol, close to Avonmouth docks. Most of the pupils come from the immediate area. There is a much higher than average number of pupils eligible for free school meals. The majority of pupils are White British, with about one tenth coming from minority ethnic heritages. The proportion of pupils with learning difficulties and disabilities is slightly above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school that judges itself too modestly in several respects. It provides excellent value for money. Pupils achieve very well and standards have been exceptionally high for several years. The excellent start that children make in the Foundation Stage is maintained throughout the school, with pupils of all abilities making exceptional progress. Key to this is the outstanding teaching throughout the school and extremely effective support given to meet pupils' specific needs.

The atmosphere in the school is very welcoming and warm. Pupils flourish as a result of the excellent provision for their personal development, care, guidance and support. Extremely high expectations feature in all areas of the school's work, including the Foundation Stage. The curriculum is good throughout, including in the Foundation Stage, where there are plans to enhance the outdoor provision. Across the school, literacy and numeracy skills are being used very well in other subjects. Parents have very positive views of the school but some pupils and parents would like more after-school activities.

Leadership and management are outstanding at all levels. There is a great sense of everyone working to a common goal, with a very strong awareness of the school's success yet a complete lack of complacency. Issues raised at the last inspection have been resolved effectively and the school is very well placed to continue to improve.

What the school should do to improve further

- Implement plans to improve the outdoor provision for the Foundation Stage as soon as possible to enhance children's physical development even further.
- Develop the range of after-school activities to enable more pupils to participate.

Achievement and standards

Grade: 1

Pupils' achievement is exceptionally high as they make outstanding progress during their time in the school. Standards are consistently high. Pupils start school with skills that are below average, especially in language and literacy. By the end of Reception, the majority of children meet the expected goals for learning and many exceed them. In particular, children make rapid progress in their personal, social and emotional development, and they show high levels of independence. This equips them to enjoy learning and achieve very well during the rest of their time in school. This momentum continues in Years 1 and 2, and pupils attain above-average standards overall in the national assessments for seven-year-olds in reading and mathematics. The school has successfully addressed the fall in standards that occurred in 2005 through highly effective targeted teaching. Writing remains a relatively weaker area, however. From Year 3 to Year 6, pupils make outstanding progress. They achieve very high standards in English, mathematics and science, and they exceed the challenging targets the school sets. The work produced by pupils is most impressive. They confidently produce

interesting and imaginative writing in English and tackle challenging problems in mathematics. Pupils with learning difficulties and disabilities also make excellent progress towards the targets that are set for them.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils of all ages really love being at this school and approach all their lessons with a huge amount of enthusiasm. A class assembly was a perfect example of their excellent personal development as Year 1 pupils were confident, very enthusiastic and loved taking part. Behaviour is good around the school and normally excellent in lessons. This has a very positive impact on learning. Attendance is satisfactory. A focus on a small number of poor attendees has improved the figures for the current year.

Pupils feel safe in school. 'I feel comfortable with everyone,' commented one pupil. They are also very secure in the knowledge that adults will help them. Pupils have good understanding of the need to maintain healthy lifestyles through a focus on healthy eating and exercise. Community links benefit pupils and the local area. Pupils take part in Masses in the church, which is much appreciated by the congregation and enhances pupils' spiritual and personal development. Pupils have developed excellent skills that will benefit their future economic well-being. Outstanding performance in English and mathematics is a key element, as are the savings club, organising fundraising activities and working cooperatively.

Spiritual, moral, social and cultural development underpins everything the school does and is outstanding. There is a great sense of 'family' within the school, modelled by all the adults working there. Consequently, pupils have a very strong spiritual awareness, a keen sense of right and wrong and excellent relationships, especially across the age groups. This has an extremely strong impact on how well pupils learn.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding, which enables pupils to make excellent progress. Teachers and learning support assistants have very high expectations of their pupils, and they consistently capture their interest and enthusiasm. Assessment information, including test results, is used extremely well to identify the needs of different groups of pupils, and to provide suitably challenging work. Marking is thorough, showing pupils clearly how to improve further. Older pupils are also encouraged to identify for themselves how to develop their work. This helps them take a keen interest in how well they are doing.

Class teaching is exemplary, and is based on very good subject knowledge. Clear instructions and explanations are provided, often with very good use of interactive whiteboards. Relationships are a major strength, with pupils readily turning to teachers

and teaching assistants to discuss their work. Lessons are very well planned, and an impressive array of resources is used to benefit pupils' learning. Pupils show great enthusiasm and they have high expectations of their own work, which not only shows high standards of knowledge and understanding, but is also neatly and carefully presented.

Children in Reception benefit greatly from the many opportunities provided for them to choose their own activities and to work independently. Pupils with learning difficulties and disabilities are given first-class support by their teachers and teaching assistants, which allows them to contribute well in class and to achieve as well as their classmates.

Curriculum and other activities

Grade: 2

Pupils benefit from a good curriculum that is broad and enhanced for older pupils by the teaching of Spanish and some input from specialist secondary school teachers. Particularly strong features are the way subjects such as history and geography give pupils the chance to practise their writing skills, and how the curriculum is adapted to meet any class-specific needs. This has a very positive impact on progress. Personal, social and health education, although not timetabled separately, is fully covered through other subjects and makes a highly effective contribution to pupils' personal development. The Foundation Stage curriculum meets the needs of all children very well. Plans are in place to improve the outdoor provision for Reception children to enhance their physical skills even further.

The specific needs of pupils are met extremely well through careful planning. This includes those who are more able as well as pupils who may have learning difficulties. The school has a well-used ICT suite and library, an improvement since the last inspection. A wide range of visits and visitors and good use of the local community enrich pupils' lives and learning very well. There are some lunchtime clubs for pupils but currently few after-school activities, although pupils do participate in tournaments for team sports. Pupils and parents would like to see a wider range of clubs.

Care, guidance and support

Grade: 1

The standards of care, guidance and support are outstanding. From the time children enter the Reception class until they leave the school, extremely committed staff ensure that pupils' pastoral and academic support is highly individual and effective. Child protection and health and safety are given very high priority. Staff and governors play a large part in ensuring pupils are safe in school and that all necessary risk assessments are carried out.

The academic support that all pupils receive, regardless of their ability, is key to the excellent progress they all make. When a pupil or class-specific need, such as speech and language, is spotted through the detailed assessment procedures, outside agencies are consulted, targeted support is put in and specialist training undertaken. The

contribution of the very well-trained learning support assistants is integral to this. Pupils of all abilities are supported extremely effectively to ensure they all achieve of their best.

Leadership and management

Grade: 1

An outstanding leadership team, dedicated to exemplary practice, has created this school's exciting learning culture. Everyone works hard to meet the needs of all pupils, with a strong focus on learning, enjoyment and success in which they can thrive. As a result, pupils' achievement is excellent.

The headteacher has a very accurate and realistic understanding of the school. She receives very good support from the deputy headteacher and senior managers in what is happening now and in planning to improve the school still further. Teachers and support staff have a united determination to do their best for the pupils in their care. Procedures for monitoring pupils' achievement are highly detailed, and are used very well in setting the goal of high standards. The monitoring of teaching is accurate and supportive, and this has contributed to the consistently very high standard of teaching. Resources are very carefully managed and monitored for the benefit of the pupils.

The governing body is very well led and carefully fulfils its statutory duties. Governors provide a good critical challenge to senior staff, and they have an outstanding knowledge of the school and its many strengths. The views of parents and pupils are regularly sought, and these views are taken into account during policy reviews. Under the excellent leadership and management of the headteacher, senior staff and governors, the school has continued to improve since the last inspection. Their joint commitment to the school's success indicates that there is very good capacity for it to continue 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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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. It was a real pleasure to talk to you and your teachers and to see all the wonderful things you do in your lessons and in the lovely class assembly.

We think that your school is outstanding in many ways. These are some of the things that it does really well.

From when you first start in the Reception class until you leave in Year 6, your teachers expect you to do really well, and because they are very good teachers, you do!

You all really love coming to school, have lots of friends and behave well. You know that adults in school will help you.

You are extremely well looked after and your teachers know what you are good at and when some of you might need a bit of extra help.

Your headteacher and all the other people involved in running the school do an extremely good job.

We think the school needs to do two things to make it even better.

Improve the outdoor play area for the Reception children.

Organise a few more after-school clubs for you to go to.