



Holy Rosary Catholic Primary School

Inspection Report

Unique Reference Number 124327
LEA Staffordshire
Inspection number 281692
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Doris Bell RISP

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

Type of school	Primary	School address	Alexandra Road
School category	Voluntary aided		Burton-on-Trent
Age range of pupils	4 to 11		Staffordshire DE15 0JE
Gender of pupils	Mixed	Telephone number	01283 239030
Number on roll	195	Fax number	01283 561475
Appropriate authority	The governing body	Chair of governors	Mr Michael Gilligan
Date of previous inspection	6 March 2000	Headteacher	Mr Neil Jinks

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This voluntary aided Catholic school is smaller than the average primary school. It serves an area that is relatively socially deprived. Around 7% of pupils have free school meals. About 9% come from minority ethnic groups, and English is an additional language for 4% of pupils. Approximately 10% of pupils have learning difficulties or disabilities. All of these proportions are below average. The proportion of pupils with statements for their learning difficulties is average. Most children start Reception with the levels of skill expected for their age. Since the previous inspection, the school has had two new headteachers and a new deputy head.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Standards are good overall and significantly higher than average in English by Year 6. All groups of pupils make good progress because they are taught well, particularly in Years 3 to 6. Children in the Reception class achieve well. Although evidence was limited because of staff illness, the quality and provision made for Reception is at least satisfactory. Excellent provision is made for pupils with learning difficulties and for pupils at the early stages of learning English. In all age groups, pupils' exemplary behaviour and personal development are hallmarks of the school. They contribute to the calm, purposeful learning environment in which each individual is exceptionally well looked after.

The school is well led and managed. However, not all subject leaders have had the opportunity to check teaching and learning at first hand. The views of pupils and parents are regularly sought, valued and acted upon. A good curriculum meets the needs and interests of the pupils during and outside of the normal school day. The school's approach to promoting literacy and numeracy skills is somewhat inconsistent.

The school has dealt well with the issues from the previous inspection and improvement has been good. It knows its strengths and weaknesses and that, combined with the vision and drive of the senior managers and the staff, shows that it has the capacity to improve. It provides good value for money

What the school should do to improve further

- Further develop the roles of the subject leaders in checking teaching and learning to improve the overall quality of lessons and raise standards further
- Be more explicit about, and establish consistency in, the way different subjects are to be used to promote literacy and numeracy skills.

Achievement and standards

Grade: 2

Children start Reception with the levels of attainment expected for their age. Almost all reach the nationally expected standards in all six areas of learning by the end of their Reception year. By the end of Year 2, standards are above average in reading, writing and mathematics. By the end of Year 6, standards are significantly higher than average in English and above average in mathematics and science. All groups of pupils make good progress throughout the school because their individual needs are well met. The progress of pupils with learning difficulties, and the progress of pupils for whom English is an additional language, is often very good. This is because these pupils receive particularly good quality support from their teachers, well trained teaching assistants and other specialist support staff.

The school sets challenging targets, securely based on the perceptive tracking of pupils' progress and rigorous analysis of statutory and optional national test results. The school usually meets its targets. It has clear and well founded reasons for when

it does not meet them, as in 2005, where the proportion of pupils with learning difficulties and statements was much higher than normal for this school.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Behaviour is exemplary. Almost all pupils very much enjoy school. One commented, 'I just can't imagine ever being at any other school'. All pupils listen attentively in lessons, concentrate hard and always try to do their best. They move calmly and sensibly around the school, show high levels of care for each other, and greet visitors in a warm and friendly way. Older pupils help younger ones, providing good role models for behaviour, for example, in assembly. Attendance is at the national average.

Spiritual, moral, social and cultural development is outstanding. It pervades the life of the school. Pupils feel safe and well cared for. They have a good understanding of why they should keep fit and healthy, and of how to do so because the school promotes this well. Pupils are respectful of those from different cultural backgrounds and have a strong sense of community. Through their work as school councillors, they successfully learn about citizenship and they are well versed in committee procedures. They readily accept responsibility and are proud of the good contributions they make to the school and the community. Pupils are well prepared for the next stage of their education and for life beyond school.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. This is shown in the good progress that pupils make. All teaching observed was at least good. Some lessons were outstanding or had outstanding features. In them, the teachers' infectious enthusiasm was transmitted to pupils and learning became exciting. High levels of interest are maintained through well timed changes of task, a good level of practical involvement and the constant reinforcement of what pupils are expected to learn. Teachers have high expectations of pupils' work rates and behaviour, and pupils respond well to them. The good partnership between teachers and teaching assistants, the good expertise of teaching assistants, and staff's good knowledge of all of their pupils, contribute greatly to pupils' progress.

There are good procedures for checking how well pupils are doing. Teachers systematically assess pupils' learning and alter their planning to meet pupils' different learning needs. The objectives for each lesson are always explained clearly to pupils and referred to regularly in most lessons. Very occasionally, however, they are not referred to often enough to keep pupils fully on track. Teachers' perceptive marking shows pupils how to improve their work in order to reach their targets. Homework is used well to consolidate learning in class.

Curriculum and other activities

Grade: 2

The curriculum is well matched to the needs of all pupils. Based on the limited evidence available, provision in the Foundation Stage (Reception) is at least satisfactory. In the rest of the school, thorough planning builds effectively on pupils' past attainment and experience. The specialist teaching of French and music, including instrumental tuition, successfully extends the curriculum. The school provides exceptionally well for pupils with learning difficulties and those for whom English is an additional language. Their progress is often rapid, as seen in the speedy acquisition of English of some of the Polish pupils who are very new to the school. The curriculum is also well planned to meet the needs of more able pupils. However, whilst literacy and numeracy skills are promoted through some subjects, the approach to this across the school is not consistent or explicit enough.

Educational visits, visitors, and popular, well attended extra-curricular clubs and activities greatly enrich the range of learning opportunities offered to pupils. The range of clubs and activities is exceptional for a school of this size. They develop pupils' interests well and have a positive effect on their achievement.

Care, guidance and support

Grade: 1

The school provides high levels of care, guidance and support for all pupils. The child protection procedures are a significant strength. They permeate its work and contribute very greatly to the school's ethos. There is a strong emphasis on ensuring that the school is a safe and healthy place for pupils.

Target setting is well developed for all groups of pupils and contributes effectively to progress. The school is swift to act when it identifies any concerns, thereby ensuring that all pupils have the best possible chance to succeed at all times. The excellent partnership between the school, parents and outside agencies contributes greatly to pupils' achievement. The school prepares pupils well for moving on to the next stage of education. Liaison with pre-school is very effective in preparing children and their parents for the Reception Year.

Leadership and management

Grade: 2

The school is well led and managed. It constantly reviews what it is doing and it evaluates its work accurately, seeking the views of pupils, parents and governors. Staff, parents, pupils and governors feel involved and very much valued. The headteacher's checks on the school's work, including the quality of teaching and learning, are perceptive and accurate. Subject leaders, especially in English, mathematics and information and communication technology, lead and manage their subjects well. Other subject leaders have not yet fully encompassed their roles in improving teaching and learning. Nevertheless, action plans accurately identify areas for improvement

and staff are fully committed to realising them. The school's approach to ensuring equality of opportunity, and the inclusion of all pupils in everything it has to offer, is excellent.

Governors are productively involved in the school and ensure statutory requirements are met. They have a good understanding of the standards pupils achieve, and what the school needs to do to improve further. Finances are well managed. The school makes good use of all its resources to promote effective learning. Improvement since the last inspection has been good. The school provides good value for money and demonstrates a good 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>	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?	2	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	3	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	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	1	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

We very much enjoyed visiting your school. Thank you very much for talking to us and showing us your work.

What we liked most about your school

• You greeted us warmly and made us very welcome. • Your behaviour is excellent. You work very hard for your teachers and they do their best to help you learn. • Your headteacher runs your school well and all of the staff help him to do this. • Those of you who find some work hard get very good support to help you improve. • Those of you who have special talents are helped to do as well as you possibly can. • Your parents and carers are right in thinking that you go to a good school.

What we have asked your school to do now

• Give your teachers even more opportunities to work together to check that you are being taught well in all subjects. • Make sure that every opportunity is taken to allow you to use and improve your literacy and numeracy skills in all subjects.

We hope these things will help you enjoy learning even more now and throughout your lives.