

# The Rosary Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	135261
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	329067
<b>Inspection dates</b>	12–13 January 2009
<b>Reporting inspector</b>	Madeleine Gerard

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	471
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Kenton
<b>Headteacher</b>	Mrs Jennifer Bashford
<b>Date of previous school inspection</b>	Not previously inspected
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	10 The Green Heston TW5 0RL
<b>Telephone number</b>	020 8581 0066

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<b>Age group</b>	3–11
<b>Inspection dates</b>	12–13 January 2009
<b>Inspection number</b>	329067

**Fax number**

020 8570 8874

<b>Age group</b>	3-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school. Pupils come from a variety of different backgrounds with White Other and White British being the largest groups. The proportion of pupils learning English as an additional language is well above the national figure and many of these are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The majority have moderate learning difficulties. The school opened in 2007 following the amalgamation of separate infant and junior schools that shared the same site. The headteacher is the former headteacher of the junior school and many of the staff from the former schools now work in the new school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The Rosary Catholic Primary School is a good school where pupils are happy and many parents are confident their children enjoy school. One parent commented, 'I would recommend the school to any parent.' Pupils make a good contribution to school life and to the local community. Through links with the local church the Catholic ethos is strong. Pupils think carefully about those less fortunate than themselves and support many charities and projects. Opportunities to take on responsibility in school, as well as participating in local festivals and competitions, helps pupils to grow in confidence.

Children join the school with a range of skills and capabilities, but generally attainment on entry is below the expected levels for their age, particularly in communication, language and literacy. Children make good progress in the Nursery and Reception classes. Opportunities for children to visit the school and individual home visits conducted by staff before children start help them to settle very quickly. Pupils continue to achieve well in Years 1 to 6. Provisional results in tests at the end of Year 6 in 2008 were above average. Pupils learning English as an additional language make good progress as a result of the support they receive.

The curriculum is good and pupils appreciate the variety of interesting work they are given. They enjoy many opportunities to discuss their ideas in pairs and use computers in their learning. Teaching and learning are good. In most classes there is a wide range of ability and pupils who are at an early stage of learning English and those who find basic literacy and numeracy more difficult receive extra support, which helps them to do as well as they can. However, expectations about what more able pupils are capable of are not always high enough. Consequently, some more able pupils are not always set appropriately challenging work to do.

Overall, the care, guidance and support provided for pupils are satisfactory. There is good pastoral support as pupils' strong personal development reflects. The schools' strategies to promote regular attendance are only satisfactory, as pupils' slightly below-average attendance reflects. Academic guidance is satisfactory. Information gained from tracking pupils' progress is not analysed sufficiently promptly and precisely enough to ensure that it is fully effective as a tool to raise standards further. Although marking gives feedback on strengths, it does not always make clear to pupils how to improve their work. There is some helpful target-setting but this is not consistent.

Changes to the allocation of management responsibilities are positive and although leaders have been in their current posts a short time, they are developing their roles enthusiastically and bringing about improvements. For example, the early signs are that enhancements to the teaching of letters and sounds (phonics) and recent changes to the teaching of literacy in Years 1 and 2, such as increased opportunities to write at length in a variety of different styles, are raising attainment. This reflects the school's good capacity to improve further. Despite the school's accurate self-evaluation, some aspects of provision are not always monitored regularly enough to bring about rapid improvements.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Good provision in the Early Years Foundation Stage (EYFS) ensures that children quickly develop in confidence and enjoy their time in school. Consequently, they make good progress in relation to their starting points, even though standards by the end of the Reception year are still below

average, particularly in language and literacy, and mathematical development. Close partnership with parents and external agencies ensures that children's learning and welfare needs are met well. One parent with children in the EYFS typically wrote, 'My eldest child has been at the school for eighteen months and loves it. My second has been there three months and loves it - I'm glad I chose this school.' The good provision encourages children's positive attitudes to learning. They enjoy a good balance between adult-led tasks and opportunities to choose activities for themselves in the inside and outdoor areas. Children play well on their own and with others. They make good progress in developing personal skills, such as taking responsibility for tidying up after an activity is finished. Although records of children's progress are kept, assessments of their skills and capabilities are not always accurate enough to plan the next steps in their learning.

### **What the school should do to improve further**

- Sharpen the skills of leaders and managers at all levels in analysing data and in closely monitoring all aspects of the whole school's work.
- Make better use of the information gained from tracking pupils' progress, assessing and marking to plan the next steps in their learning.
- Make a determined and uncompromising effort to improve attendance.

### **Achievement and standards**

#### **Grade: 2**

Children make good progress in the Foundation Stage and Years 1 and 2. This is as a result of the steady acquisition of basic skills which many lack, particularly in communication language and literacy, when they join the school. In 2008, provisional results at the end of Year 2 were generally average, although writing was weaker. The school's assessment data and pupils' current work shows an increasing proportion of pupils are on track to reach levels above those expected for their age in writing by the end of Year 2. In 2008, provisional test results at the end of Year 6 were above average and exceeded suitably challenging targets, particularly in English.

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

#### **Grade: 2**

The spiritual, moral, social and cultural development aspects of pupils' personal development are good as their positive attitudes to learning and the harmonious and inclusive relationships between adults and pupils show. Pupils are friendly and polite. Behaviour in class and around the school is good. They are keen to help and support each other. For example, older pupils are enthusiastic to take on responsibility as peer mediators and young leaders at break-times. Younger pupils speak positively about taking on these roles when their time comes. Pupils have a good understanding of how to keep themselves fit and healthy. Their awareness of local and global communities other than their own is well developed through links with schools in Africa and Vietnam. Their strong social skills and good progress in reading, writing, mathematics and information and communication technology (ICT) prepare them well for the next stage in their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers plan enjoyable learning experiences that capture the pupils' interest. For example, pupils in a science lesson were exploring the melting temperature of solids by rubbing chocolate wrapped in aluminium foil. Teachers' explanations are clear. They make good use of resources, such as the interactive whiteboards, to model and demonstrate what pupils are to do. Learning support assistants make a good contribution to lessons and give good support to groups of targeted pupils. In some lessons teachers do not make enough use of information from assessment and marking to match work consistently to all pupils' needs, particularly those of more able pupils.

### Curriculum and other activities

#### Grade: 2

The curriculum provides a broad and balanced range of work that motivates pupils to achieve well and supports their positive attitude to learning. One parent wrote, 'When he comes to school, my son is really excited.' Popular curriculum meetings for parents involve them in their children's learning and help them to support their children with their work at home. Pupils enjoy regular opportunities to use ICT in a range of subjects and develop their computing skills well. Good links with local secondary schools enable pupils to take part in ICT and design technology projects. The curriculum successfully promotes pupils' positive attitudes to keeping fit and healthy. There is a good range of interesting visitors and visits, including a residential stay on the Isle of Wight. These make a good contribution to pupils' personal and social development. However, opportunities for pupils to develop their interests and skills in extra-curricular clubs are limited.

### Care, guidance and support

#### Grade: 3

The pastoral care and support are good and are centred on staff knowing pupils well and helping pupils make good gains in their personal and social skills. There is strong commitment to ensuring all pupils are included. Older pupils take their role in helping the younger ones very seriously. Pupils appreciate the support of the peer mediators and young leaders should any problems occur, and they are confident that adults will help them if necessary. Safeguarding pupils' welfare, safety and health is rigorous. The quality of marking and target-setting is uneven. They are not used consistently to make clear to pupils what they need to do in order to progress to the next level in their work. Systems are in place to check the progress pupils are making. Nevertheless, information is not analysed swiftly enough to be a useful tool for planning suitably challenging work for all pupils.

## Leadership and management

#### Grade: 2

The headteacher and senior leaders work well together and give clear direction to move the school forward. Many parents made a point of writing to express their appreciation for the hard work of the headteacher and the staff. A typical comment was, 'The headteacher, teachers and

all other staff are caring and approachable.' The school has an accurate view of its strengths and where developments are needed. There are good systems to evaluate the quality of the school's work, such as teaching, but some aspects of provision are not always monitored as frequently. The committed governing body is strongly supportive and offers sound challenge to the school. Governors are keen to help the school to develop further.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

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

22 January 2009

Dear Pupils

Inspection of The Rosary Catholic Primary School, Heston, TW5 0RL

Thank you for your friendly welcome and for helping us when we visited your school recently. The Rosary Catholic Primary is a good school.

These are the best things about your school.

- Your academic and personal achievements are good.
- You enjoy school and many of your parents told us they like the school a lot, too.
- You get on well with each other and with adults.
- You behave sensibly in class and around the school.
- You know why it is important to keep yourselves fit and healthy.
- You enjoy the opportunities you have to take on responsibility.
- You do a good job in raising money for charity, which shows you care about those who are less fortunate than you.
- You benefit from good teaching and an exciting curriculum.
- The adults make sure that you are cared for, helped and safe.

We have asked the school to make even more checks on the work it is doing and to analyse all the information it collects about how well you are progressing in order to raise standards further. We have also asked the school to make sure that teachers plan work that is just the right level of difficulty. You can help by letting your teachers know if you could manage some more challenging work and by coming to school very regularly.

Finally, we would like to thank you once again for your help and wish you well in the future.

Yours faithfully

Madeleine Gerard

Lead Inspector