

Inspection of Holy Rosary RC Junior Infant and Nursery School

Fir Tree Avenue, Fitton Hill, Oldham, Lancashire OL8 2SR

Inspection dates: 8 and 9 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils, and children in the early years, enjoy coming to school. They benefit from encouraging and positive relationships with caring staff. This helps pupils and children to feel happy and safe.

Pupils told inspectors that this school is a place where everyone is welcome. They get on well together and make friends easily. Pupils feel comfortable to report any worries to staff, including about bullying. They trust that staff will do their best to resolve any incidents of bullying quickly and effectively.

Leaders have high expectations of pupils' behaviour and achievement. Pupils are keen to live up to these expectations. They concentrate well in their lessons and make the most of the learning opportunities provided for them. By the end of Year 6, most pupils are ready for their next stage of education. That said, the curriculum in the early years does not suitably prepare children for the demands of key stage 1.

Pupils benefit from a strong programme of personal development. They are proud to represent their school at events such as sports competitions and musical performances. Pupils value the opportunities that they have to take on responsibilities such as class councillors and chaplains. They learn how to make a positive difference in their community, for example by fundraising for local charities.

What does the school do well and what does it need to do better?

Leaders have designed a curriculum that is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Overall, leaders have clearly identified the important knowledge that pupils should learn, and they have organised this content carefully. This helps pupils to know and remember more over time. In many subjects, pupils, including those with SEND, achieve well.

In one or two subjects, leaders' curriculum thinking is less clear. In these subjects, leaders have not thought carefully about what they want pupils to learn. Teachers do not know what knowledge to teach to pupils, or in which order. As a result, some pupils do not learn as well as they should.

Most subject leaders are well trained and lead their area of the curriculum effectively. They make regular checks that the curriculum is delivered consistently well by teachers. In most subjects, teachers present information clearly. They provide opportunities for pupils to revisit and practise previous learning. This supports pupils to apply what they already know to new ideas confidently.

In one or two subjects, leaders do not check how well teachers are delivering the curriculum. This means that these subject leaders do not have an accurate understanding of how well pupils are learning the curriculum or where they have gaps in their knowledge. Added to this, some teachers do not get the guidance and

advice that they need to deliver the curriculum well. Some pupils learn less well in these subjects as a result.

The curriculum in the early years is not well thought out. Leaders and staff are unclear about what they want children to know and be able to do by the end of the Reception Year. For example, leaders do not know what important vocabulary they want children to be able to use. At times, the activities that teachers select do not support children to learn well. This hinders how well some children develop their spoken language and communication skills.

Leaders have ensured that pupils learning to read well is a priority. Staff are well trained in teaching phonics. Children in the Reception class quickly learn the sounds that letters represent. The books that children and pupils read closely match the sounds that they have learned. Leaders and staff successfully identify pupils who need extra help with reading. Skilled staff support these pupils well. As a result, most pupils become fluent readers by the end of key stage 1.

Older pupils develop a love of reading. They are keen to read and understand that doing so will help them to improve their wider knowledge.

Leaders ensure that staff identify pupils' additional needs early. Leaders work closely with parents and other professionals to ensure that pupils with SEND receive the support they need. Teachers use a range of effective approaches to adapt their delivery of curriculum so that pupils with SEND can learn well. Teaching assistants skilfully support pupils with SEND to access the curriculum alongside their classmates.

Pupils develop an awareness of the changes their body and emotions will go through as they get older. They understand how important it is to have respect for others who may be different to them. Pupils develop a strong understanding of nutrition and what types of foods will help them to remain healthy.

Pupils approach their learning with confidence and resilience. They behave well. This means that pupils can learn without interruption.

Governors are ambitious for all pupils. They are well informed about the curriculum, and support and challenge leaders effectively. Leaders and governors are considerate of staff workload when making decisions. They have taken positive steps to support staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are trained well to spot signs that a pupil may be at risk of harm. Staff follow clear procedures to report any concerns that they have about a pupil. Leaders work well with other professionals and organisations outside of the school. This helps pupils and families to access extra support when they need it.

Leaders ensure that the personal development curriculum teaches pupils to understand how to keep themselves and others safe. Pupils recognise what appropriate behaviour is, both online and face to face. They know where to seek help if they need it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in the early years is not designed well. This means that staff are unclear about what children need to learn. Leaders must ensure that the curriculum in the early years sets out the important knowledge and vocabulary that children need to know and remember in readiness for their future learning. In addition, leaders should ensure that staff in the early years are able to deliver the curriculum effectively.
- Some subject leaders do not check that the curriculum is being delivered effectively by teachers. This means that they are unclear about how well pupils know and remember the curriculum content. Additionally, some teachers do not receive the guidance they need to deliver these curriculums effectively. In these subjects, some pupils do not achieve as well as they should. Leaders should ensure that subject leaders are well equipped to support staff to deliver the curriculum well.
- Leaders' curriculum thinking in one or two subjects is unclear. This means that teachers are not sure of the important knowledge that pupils should learn and when this should be taught. This hinders some pupils' achievement. Leaders should ensure that subject leaders identify the essential knowledge that pupils must learn.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105701
Local authority	Oldham
Inspection number	10241193
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair of governing body	Paul Devine
Headteacher	Tracy Cavanagh
Website	www.holyrosary.oldham.sch.uk
Date of previous inspection	22 and 23 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school is a voluntary aided, Roman Catholic primary school. It was last inspected under section 48 in October 2015 by the Diocese of Salford.
- The school operates a breakfast club.
- Leaders do not make use of alternative provision.

Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- This was the first routine inspection the school has received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- The inspectors completed deep dives in the following subjects: early reading, mathematics and physical education. As part of the deep dives, the inspectors met with leaders to discuss the curriculum, visited lessons with senior leaders, met with teachers and looked at children's and pupils' work. The inspectors also

looked at the curriculum and pupils' work in art and design, science and geography. The lead inspector listened to pupils reading to a familiar adult.

- The lead inspector looked at the single central record and checked leaders' systems for monitoring and reporting safeguarding concerns. He also met with the deputy designated safeguarding leader.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff.
- Inspectors spoke with pupils about safeguarding and their wider experience of school. They observed pupils' and children's behaviour in lessons and around the school.
- The lead inspector met with the special educational needs coordinator to evaluate provision and practice for pupils with SEND.
- The inspectors spoke with a range of staff and pupils to find out what it is like to be a pupil, or to work in this school.
- The inspectors reviewed key documents, including the school's self-evaluation form and school action plans.
- The lead inspector met with a group of governors, including the chair of the governing body. The lead inspector met with a representative of the local authority.
- The lead inspector considered the responses to Ofsted Parent View, including the free-text responses.
- The inspectors also considered the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

David Robinson, lead inspector

His Majesty's Inspector

Janette Walker

His Majesty's Inspector

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