

# Inspection of Holy Redeemer Catholic Primary School

Priest Lane, Pershore, Worcestershire WR10 1EB

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Inspection dates: 24 and 25 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

## **What is it like to attend this school?**

Pupils benefit from a broad and rich education at Holy Redeemer Catholic Primary School. The range and quality of experiences that pupils take part in beyond the classroom are a striking and positive feature of the school. Most pupils participate in a programme of extra-curricular clubs, carefully selected by leaders to spark pupils' talents and interests. The school is alive with activity from early in the morning until late evening.

Pupils reflect the school's values, which reflect the Catholic character of the school, and get on well together. They look after each other and treat others with respect. Pupils make good friends at school.

Pupils understand that bullying is wrong and say that such incidents are rare. Pupils know who to speak to if they are worried about something. They trust adults to sort matters out. Adults work hard to help pupils feel safe at school. This makes the school a happy and welcoming place for pupils to learn.

Leaders ensure that pupils study a broad range of subjects. Pupils enjoy learning and they engage well in lessons. Most achieve well and are prepared for the next stage of their education by the time they leave the school.

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

Leaders have designed a suitably ambitious curriculum. They have identified the body of knowledge and vocabulary they expect pupils to learn. They are very clear about the specific information, facts and concepts that pupils will study in most subjects. They ensure that this curriculum content is taught in a logical order that builds pupils' learning in small steps. A few subjects are not yet as fully developed. Sometimes, the exact knowledge pupils are expected to learn in this small number of subjects is not as clear as leaders expect.

Teachers have a secure knowledge of the subjects they teach. They provide clear explanations when teaching new information. They make regular recaps on previous learning. This helps pupils to remember key points. Teachers also ask pupils lots of questions to check their understanding. Adults then provide extra support and clarification to address any misconceptions. In addition, staff adapt tasks and resources to meet the needs of pupils with special educational needs and/or disabilities (SEND). All this means that pupils learn well – they know and remember more in all areas of the curriculum. Their knowledge and abilities are especially strong in subjects where the curriculum is fully developed.

Reading is a school priority. Staff understand the approach to teaching phonics and they teach the subject well. Adults quickly notice when pupils fall behind. They then arrange extra support to help these pupils catch up. An academic mentor provides much of this help, working with small groups or individuals each afternoon. Almost

all pupils, including those with SEND, are fluent readers by the end of Year 2. Staff promote authors, books and stories in classrooms and around the school. Pupils are accustomed to, and enjoy hearing, adults read aloud. As a result, many pupils leave the school with an instilled love of reading.

Children start to understand the characteristics of learning in the early years. They then develop these as they progress through the school. Pupils learn from the example of fictional characters who display this 'learning power', such as the 'exploring elephant' and 'ready rabbit'. Staff recognise and celebrate pupils who display these attitudes to learning. Pupils respond positively. They listen attentively in most lessons and concentrate on tasks.

Occasionally, there are incidents of unwelcome behaviour. Leaders manage these and ensure that pupils receive the necessary support to put things right. However, sometimes these incidents, and the actions taken to address them, are not suitably recorded. This potentially limits leaders' ability to spot patterns or trends.

Staff actively promote pupils' self-esteem. Each week, teachers select a member of the class to be the 'special person'. These 'special people' are invited to share information about themselves. Class members then work together to write compliments about the 'special person'. Such initiatives are well embedded into school life. They boost pupils' confidence and help them develop pride in their achievements.

Pupils learn about cultures that are different from their own. They take part in community projects and charitable works. For example, the school council has raised funds for a less-advantaged school in Worcester, South Africa. These experiences are helping pupils to deepen their understanding of society.

Governors have an accurate view of the school and ably fulfil their roles. They work effectively with leaders to promote staff well-being. Staff enjoy working at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Adults know what to do if they have a concern about a child. They receive regular training and are vigilant to signs that a pupil might be at risk of harm. They then report any concerns promptly. Leaders act quickly and work with external agencies if necessary. However, sometimes leaders' records of concerns and the actions they take are not completed accurately.

Pupils learn how to keep themselves safe. For example, staff teach about 'stranger danger', including the risks associated with using the internet. Pupils understand these risks and are cautious about how they share personal information.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The key information that leaders expect pupils to know and remember in a small number of subjects is not identified as clearly as it might be. This potentially limits pupils' learning. Leaders should ensure that the knowledge and skills they expect pupils to learn is clearly identified in all subjects.
- Records of behaviour or safeguarding incidents are sometimes not completed well. This potentially hinders leaders from sharing and analysing accurate information. Leaders should refine systems to ensure that they record important information accurately.

## 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

<b>Unique reference number</b>	116908
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10256878
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jim Turner
<b>Headteacher</b>	Christina Hall
<b>Website</b>	<a href="http://holyredeemerschoolpershore.org">http://holyredeemerschoolpershore.org</a>
<b>Date of previous inspection</b>	30 June 2009, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Archdiocese of Birmingham.
- The school does not use alternative provision.
- The school operates a breakfast- and after-school club.

## 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 received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- Inspectors held meetings with the headteacher, other senior leaders and members of the governing body.
- The lead inspector had a telephone discussion with a local authority representative.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics and physical education . For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. The lead inspector also listened to pupils read.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors observed pupils’ behaviour during lessons, around the school and at lunchtime. They spoke to pupils about their opinions of behaviour at the school.
- The lead inspector held a meeting with the leaders responsible for safeguarding. Further discussions took place with pupils, staff and governors to check the school’s arrangements for safeguarding. Inspectors also reviewed safeguarding records and checked the school’s single central record.
- Inspectors considered responses on Ofsted Parent View, including parent free-text responses.
- Inspectors visited the before-school provision and spoke to pupils who attend.

### **Inspection team**

Jonathan Leonard, lead inspector

His Majesty’s Inspector

Lisa Buffery

Ofsted Inspector

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